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STORY, STANDARDS, STATISTICAL ANALYSIS

AND

LIST OF ACCREDITED SECONDARY SCHOOLS

*of The*

# North Central Association

OF

## Colleges and Secondary Schools

ALSO

### The Special Studies:

1. Tentative Standards for Junior High Schools
2. Effect of Size of Classes on Quality of Work.
3. Teaching Citizenship in High Schools.

Edited by

C. O. DAVIS

SECRETARY OF THE COMMISSION  
ON SECONDARY SCHOOLS

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## SPECIAL NOTES TO SCHOOL OFFICERS

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I. Schools desiring to become voting members of the Association, to be placed on the permanent mailing list of the Association, to receive copies of the annual Proceedings and other valuable bulletins and circulars issued by the Association, and to enjoy the enhanced prestige which membership in the Association affords, are urged to write to the Treasurer, Principal Milo H. Stuart, Technical High School, Indianapolis, Indiana, and enclose the annual membership fee of two dollars.

### II. Resolution on Salaries:

The following resolution was passed unanimously by the North Central Commission at its annual meeting in Chicago, March 19, 1920:

RESOLVED, That it is the opinion of the North Central Commission on Secondary Schools that,

- (a) It is unalterably opposed to the lowering of the standards for teachers in North Central high schools.
- (b) The only way these standards can be maintained is through an adequate increase in salaries.
- (c) That an increase of at least 100% over the high school salary base in 1914-15 is imperative at this time.

## FOREWORD

"The object of the Association shall be to establish closer relations between the secondary schools and the institutions of higher education within the North Central states and such other territory as the Association may recognize."—Constitution, Article II.

The aim of the North Central Association of Colleges and Secondary Schools is, therefore, first, to bring about a better acquaintance, a keener sympathy, and a heartier co-operation between the colleges and secondary schools of this territory; second, to consider common educational problems and to devise best ways and means of solving them; and, third, to promote the physical, intellectual and moral well-being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers.

That these aims are, to a large degree, realized is evidenced by the steady growth of the Association in territorial accessions, in number of affiliated and accredited schools and colleges, and in the power and prestige exercised throughout the country in respect to educational policies and practices. The Association is, beyond all doubt, the most generally recognized standardizing educational agency in the Northwest,—if indeed it does not rank first in prestige in the entire United States.

Founded twenty-five years ago by a little group of foresighted men representing but a small number of institutions situated in a small number of states, the Association today includes in its territory eighteen states, and in its membership 135 institutions of higher education and more than 1,000 institutions of secondary rank. Moreover, besides accrediting a goodly number of colleges and universities, the Association has this year stamped with its approval 1,353 high schools and academies.

It is therefore a distinct honor for any institution to hold affiliated or accredited relationship with this body. The Association's official recognition gives prestige to a school among educated men and women everywhere. Its recorded approval is a letter of introduction to all colleges, universities and professional schools in the land, and guarantees efficiency and high standing to these institutions. Accredited relations with the Association bring to a secondary school the same distinction and honor as an institution that membership in the society of Phi Beta Kappa or Sigma Xi confers upon an individual, or that high rating by Bradstreet or Dun brings to a firm in business. Moreover, membership in the Association aids boards of education to secure better prepared teachers, to erect barriers against untrained teachers, and in general to raise educational standards in their communities. It is the hope of the Association that all schools which are accredited by it will cherish the honor and seek to uphold the standards mutually and co-operatively established.

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Detailed information respecting the organization and procedure of the Association may be secured by addressing its Secretary, President Harry M. Gage, Huron, South Dakota. Copies of the Annual Proceedings may be had (price \$1.00) by addressing the Treasurer, Principal Milo H. Stuart, Technical High School, Indianapolis, Indiana. Specific information respecting the standing and conditions of any given school may be had by addressing the official high school inspector in the state concerned. Additional copies of the list of accredited schools may be secured (inclosing 10 cents in stamps) from the Secretary of the Commission, Professor C. O. Davis, Ann Arbor, Michigan.

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The next annual meeting of the Association will be held in Chicago the week of March 13, 1921.

## DIVISION A

### MEMBERS OF THE COMMISSION ON SECONDARY SCHOOLS

#### OFFICERS OF THE ASSOCIATION

President, Geo. E. Marshall,  
Principal of High School,  
Davenport, Iowa.  
1st Vice-President, Lotus D. Coffman,  
Dean School of Education,  
Minneapolis, Minnesota.  
2nd Vice President, J. S. McCowan,  
Principal of High School,  
South Bend, Indiana.  
Secretary, Harry M. Gage,  
President, Huron College,  
Huron, South Dakota.  
Treasurer, Milo H. Stuart,  
Principal of Technical High School,  
Indianapolis, Indiana.

#### OFFICERS OF THE COMMISSION ON SECONDARY SCHOOLS

Chairman, A. A. Reed,  
University of Nebraska,  
Lincoln, Nebraska.  
Secretary, C. O. Davis,  
University of Michigan,  
Ann Arbor, Michigan.

Excerpt taken from the Revised Constitution of the Association:

Sec. 5. The Commission on Secondary Schools shall consist of (a) the High School Examiner or corresponding officer for the State University in each state within the territory of the Association; or, in case there is no such officer, some member of its faculty designated by the State University for the purpose; (b) the Inspector of High Schools, if any, of the State Department of Public Instruction in each state within the territory of the Association; (c) a Principal of a Secondary School accredited by the Association, to be elected by the Association on the nomination of the Executive Committee for a period of three years, one-third of the number to be elected each year; and (d) eighteen other persons to be elected by the Association on the nomination of the Executive Committee for a period of three years, one-third of the number to be elected each year.

This Commission shall prepare, subject to the approval of the Association, a statement of the standards to be met by Secondary Schools accredited by the Association; shall make such inspection of schools as it deems necessary, and shall prepare for the Executive Committee lists of the Secondary Schools within the territory of the Association which conform to the standards prescribed.

### MEMBERS OF THE COMMISSION ON SECONDARY SCHOOLS.

1920-1921

#### Arizona

\*University, F. C. Lockwood, Tucson.  
State Department, C. C. Case, Tucson.  
High School, D. F. Jantzen, Phoenix.

State Department, E. B. Wetherow,  
Indianapolis.  
High School, Joseph Shock, Lafay-  
ette.

#### Colorado

\*University, H. M. Barrett, Boulder.  
State Department, None.  
High School, W. S. Roe, Greeley.

#### Iowa

\*University, John E. Foster, Des  
Moines.  
State Department, M. R. Fayram, Des  
Moines.  
High School, W. F. Shirley, Council  
Bluffs.

#### Illinois

\*University, H. A. Hollister, Urbana.  
State Department, J. C. Hanna,  
Springfield.  
High School, C. P. Briggs, Rockford.

#### Kansas

University, W. H. Johnson, Lawrence.  
\*State Department, B. E. Lewis,  
Topeka.  
High School, R. R. Cook, Topeka.

#### Indiana

\*University, Hubert G. Childs, Bloom-  
ington.

\*Names starred are those in each state to whom correspondence respecting local questions of a North Central Association nature should be addressed.

### **Michigan**

\*University, J. B. Edmonson, Ann Arbor.  
 State Department, L. L. Goodrich, Lansing.  
 High School, E. L. Miller, Detroit.

### **Minnesota**

University, F. H. Swift, Minneapolis.  
 \*State Department, E. M. Phillips, St. Paul.  
 High School, C. C. Baker, Grand Rapids.

### **Missouri**

\*University, J. D. Elliff, Columbia.  
 State Department, W. S. Smith, Jefferson City.  
 High School, H. B. Blaine, Joplin.

### **Montana**

\*University, E. C. Elliott, Helena.  
 State Department, Miss May Trumper, Helena.  
 High School, George A. Ketcham, Missoula.

### **Nebraska**

\*University, A. A. Reed, Lincoln.  
 State Department, A. L. Burnham, Lincoln.  
 High School, R. W. Johnson, Hastings.

### **New Mexico**

University, David S. Hill, Albuquerque.  
 \*State Department, J. H. Wagner, Santa Fe.  
 High School, G. J. Jones, Albuquerque.

### **North Dakota**

University, C. C. Schmidt, University.  
 \*State Department, C. L. Robertson, Bismarck.  
 High School, P. H. Lehman, Grand Forks.

### **Ohio**

\*University, F. C. Landsittel, Columbus.  
 State Department, C. E. Oliver, Columbus.  
 High School, H. R. Townsend, Hamilton.

### **Oklahoma**

University, A. C. Parsons, Norman.  
 \*State Department, M. A. Nash, Oklahoma City.  
 High School, W. F. Moore, Oklahoma City.

### **South Dakota**

University, W. A. Cook, Vermillion.  
 \*State Department, F. E. Smith, Pierre.  
 High School, W. I. Early, Sioux Falls.

### **Wisconsin**

\*University, Thomas Lloyd Jones, Madison.  
 State Department, H. N. Goddard, Madison.  
 High School, Paul G. W. Keller, Appleton.

### **Wyoming**

\*University, C. R. Maxwell, Laramie.  
 State Department, Miss Margaret Mullison, Cheyenne.  
 High School, J. J. Marshall, Sheridan.

## **MEMBERS AT LARGE**

### **Class of 1921**

W. G. Bate, High School, Richmond, Ind.  
 W. M. Butler, Yeatman High School, St. Louis, Mo.  
 Harriet Congdon, Monticello Seminary, Godfrey, Ill.  
 C. O. Davis, University of Michigan, Ann Arbor, Mich.  
 E. E. Jones, Northwestern University, Evanston, Ill.  
 Ellen C. Sabin, Milwaukee-Downer College, Milwaukee, Wis.

### **Class of 1922**

Stratton D. Brooks, University of Oklahoma, Norman, Okla.  
 R. B. Crone, Hastings College, Hastings, Neb.  
 C. A. Duniway, Colorado College, Colorado Springs, Colo.  
 J. P. Everett, Western Normal College, Kalamazoo, Mich.  
 W. A. Jessup, University of Iowa, Iowa City, Ia.  
 W. P. McKee, Frances Shimer School, Mt. Carroll, Ill.

### Class of 1923

W. H. Black, Missouri Valley College, Marshall, Mo.  
 B. F. Brown, Lake View High School, Chicago, Ill.  
 M. W. Butcher, State Normal School, Emporia, Kan.  
 J. A. Clement, De Pauw University, Greencastle, Ind.  
 Ch. N. Cole, Oberlin College, Oberlin, O.  
 C. W. Gethman, High School, Shawnee, Okla.

### DIVISION B

#### ITEMS OF GENERAL INTEREST

1. Number new schools added in 1920=74; in 1919=91; in 1918=89.
2. Number old schools dropped in 1920=23; in 1919=11; in 1918=33.
3. Total number of schools accredited in 1920=1,352; in 1919=1,293; in 1918=1,213.
4. Total number of schools accredited by states in 1920:

Arizona .....	14	Nebraska .....	84
Colorado .....	39	New Mexico .....	20
Illinois .....	203	North Dakota....	54
Indiana .....	87	Ohio .....	184
Iowa .....	90	Oklahoma .....	49
Kansas .....	78	South Dakota....	29
Michigan .....	121	Wisconsin .....	109
Minnesota .....	81	Wyoming .....	11
Missouri .....	68		
Montana .....	32	Total .....	1,353

5. Type of schools Accredited (3, 4, 5, or 6-year schools):

	No. 3-Year Schools	No. 4-Year Schools	No. 5-Year Schools	No. 6-Year Schools
Arizona .....	1	11	1	1
Colorado .....	0	39	0	0
Illinois .....	1	199	0	3
Indiana .....	4	78	2	3
Iowa .....	7	79	2	2
Kansas .....	6	67	0	5
Michigan .....	7	86	7	21
Minnesota .....	5	66	2	8
Missouri .....	1	67	0	0
Montana .....	0	32	0	0
Nebraska .....	7	65	5	7
New Mexico .....	0	18	0	2
North Dakota .....	3	49	0	2
Ohio .....	11	156	2	15
Oklahoma .....	4	41	1	3
South Dakota .....	3	25	0	1
Wisconsin .....	0	100	2	7
Wyoming .....	0	10	0	1
 Total .....	 60	 1,188	 24	 81

## DIVISION C

### EXCERPTS FROM THE MINUTES, 1920

#### I. Committees for the year 1920-1921.

1. Blanks: Childs, Early, Davis.
2. Special Study: Davis, Reed, Hollister.
3. Standardization of schools departing from the common 8—4 arrangement of grades: Edmonson, Landsittel, Goddard, Foster, Briggs.
4. Military Training: E. R. Miller, Clevinger, Clapp, Masters, Ramsey.
5. School Buildings: T. L. Jones.

#### II. Resolutions adopted.

1. Resolved, that the standards be interpreted to mean that any school warned one year shall be dropped from the list of accredited schools the following year, if the school persists in the violation of the standard.

2. Resolved, that no school which has been continuously accredited for the preceding five years shall be dropped until after a year's warning has been given.

3. Resolved, that the Commission request the Colleges, Universities, and State Departments, in printing their lists of accredited schools, to place a star opposite, or before, all North Central Association Schools, and also to print in their catalogues the statement that they will accept the certificates of all schools accredited by the North Central Association.

4. Resolved, that the Commission recommend to the Association the appointment of a standing committee on fraternal relations with other regional accrediting agencies, such committee to consist of a representative from each of the three Commissions and to be nominated, in each case, by the Commission represented. (J. D. Elliff was appointed to represent this Commission.)

5. Resolved, that the Association be requested to classify institutions of higher learning into discriminating groups showing which have four-year courses or curricula and which have courses or curricula of less than four years; also that the Association give, in its printed lists, the date since which each institution has been continuously accredited by the Association.

6. Resolved, that the chairman of the Commission be instructed to appoint annually a Central Revising Committee consisting of six members whose duties shall be to examine and review the work of the state committees, prepare lists of schools for the Commission, and submit to the Commission all special cases concerning which there is serious doubt or marked differences of opinion.

7. Resolved, that the Secretary of the Commission be instructed to send the blank forms to the authorized agent of communication in each state on or before November 1st; that the agent of communication be instructed to send the blank forms to the schools on or before November 15th; that the principals of the schools be requested to fill out properly, and in full, all blanks and return them to the inspector on or before December 1st; that on or before January 10th the Commission in each state shall meet and canvass the reports; and that on or before February 1st the State Commission shall complete its work and file with the Secretary a complete report.

DIVISION D  
SPECIAL STUDIES

I

TENTATIVE STANDARDS FOR JUNIOR HIGH SCHOOLS

By J. B. Edmonson

University of Michigan (for the Committee)

At the 1919 meeting of the North Central Commission on Secondary Schools, a committee on classification of Six Year, Senior and Junior High Schools was created. The membership of this committee this past year (1919-1920) has been the following:

Inspector H. N. Goddard of Wisconsin.

President J. Stanley Brown of De Kalb, Ill.

Inspector J. B. Edmonson of the University of Michigan, Chairman.

The committee was directed by the Commission on Secondary Schools to attempt to secure a complete classification of:

(a) all Junior High Schools operating as independent units;

(b) all Six Year High Schools operating as independent units; and

(c) all Three Year Senior High Schools operating as independent units.

To facilitate the work of the committee the Commission adopted certain definitions for the classification of schools. These definitions are as follows:

(a) "A Six Year High School is a school in which the entire work above the sixth grade is administered by a single staff of officers and teachers."

(b) "A Senior High School is a school in which the 10th, 11th and 12th grades are segregated in a building (or portion of a building) by themselves, and are taught by a staff distinct from that which teaches in the grades below."

(c) "A Junior High School is a school in which the seventh, eighth, and ninth grades are segregated in a building (or portion of a building) by themselves, possess an organization of their own that is distinct from the grades above and the grades below, and are taught by a separate corps of teachers."

The committee has carried on its work by the questionnaire method and has secured statistics by states as to the number of high schools of the different types as determined by the school years included.

TABLE I

NUMBER OF DIFFERENT TYPES OF SCHOOLS IN  
NORTH CENTRAL STATES

	Senior High School	Five-Year High School	Six-Year High School	Junior High School
Arizona . . . . .	1	1	2	3
Colorado . . . . .	2	1	2	0
Illinois . . . . .	1	0	3	14
Indiana . . . . .	5	3	4	6
Iowa . . . . .	7	2	2	19
Kansas . . . . .	10	0	5	19
Michigan . . . . .	8	7	19	22
Minnesota . . . . .	8	2	8	16
Missouri . . . . .	0	0	1	6
Montana . . . . .	0	0	0	0
Nebraska . . . . .	6	4	7	10
New Mexico . . . . .	0	0	2	0
North Dakota . . . . .	3	0	2	3
Ohio . . . . .	11	2	15	36
Oklahoma . . . . .	4	0	0	5
South Dakota . . . . .	3	0	2	3
Wisconsin . . . . .	8	0	3	8
Wyoming . . . . .	0	0	1	0
 Totals . . . . .	<hr/> 77	<hr/> 22	<hr/> 78	<hr/> 170

According to Table II the total number of schools reported was 1,332. Of this number 1,155 or 86% were organized on the usual 8—4 plan. The other 14% were, as is shown in the Table II organized on the 6—6—3, the 6—6, or the 5—7 plan.

TABLE II

	Number	Percent
Schools reporting .....	1,332	....
Senior High Schools.....	77	6%
Four Year High Schools.....	1,155	86%
Five Year High Schools.....	22	2%
Six Year High Schools.....	78	6%

It is evident from these statistics that the 8—4 school is the most common type of school and is the type to which the North Central Association must give first consideration in the development and enforcement of standards. It is, however, important to remember that a total of 14% of the North Central Schools have departed from the conventional type and the indications are that this percentage will increase each year.

In this connection, the extent to which the schools of a particular state are departing from the usual 8—4 plan of organization might be of interest. The information selected is from Wisconsin and was secured by Inspector H. M. Goddard of the Committee. The report shows that of a total of 260 high schools in the State, 25% have adopted some plan of organization which is a marked departure from the usual 8—4 plan. What is true of Wisconsin is true in other states. In view, therefore, of the possible rapid increase of the number of schools having a plan of organization and administration which is likely to be very different from the traditional 8—4 plan, the Committee has asked the Commission on Secondary Schools to provide a standing Committee on the Classification of Types of High Schools. The Commission has accepted this recommendation, and a Committee has been named. For the current year the schools having some modified plan of organization, either Senior, Six Year or Five Year, will be included with the list of the accredited schools of the Association.

In an effort to prepare a list of the Junior High Schools in North Central States, the Committee has formulated a set of tentative standards. It should be noted that these standards are only tentative. On the basis of these tentative standards a questionnaire was prepared and distributed to Junior High Schools. The definition of a Junior High School used by the Committee was the one adopted by the Commission on Secondary Schools at the meeting held in March, 1919. As previously stated, this definition reads:

"A Junior High School is a school in which the seventh, eighth, and ninth grades are segregated in a building, or portion of a building, by themselves, possess an organization and administration of their own that is distinct from the grades above and the grades below, and are taught by a separate corps of teachers."

Of the 170 schools reported by the North Central Inspectors as coming within the definition of a Junior High School as adopted by the Commission, only 75 returned the questionnaires. Now, of these 75, only 53 claimed to satisfy completely the definition. It may be that many of the 95 schools failing to reply did so because of a knowledge of their inability to satisfy the official definition. There are, however, certainly more than 53 Junior High Schools in the North Central States, and the Committee hopes to submit a more extensive list another year.

TABLE III.

SCHOOLS CLAIMING JUNIOR HIGH SCHOOL STANDING UNDER  
THE OFFICIAL DEFINITION.

(No approval is extended to schools in this list, as the Association has not as yet voted to adopt standards for Junior High Schools.)

State, Town and School	Principal	Date of Organ- ization	Enrol- ment	Teach- ers	Date of Build- ing
<b>Arizona</b>					
Bisbee					
Bancroft .....	L. W. Crandall.....	1917	150	13	1917
Horace Mann .....	J. B. Potter.....	1918	322	18	1918
James Douglas .....	E. F. Horn.....	1918	118	12	1919
<b>Illinois</b>					
Chicago					
Parker Practice .....	W. R. Hatfield.....	1919	428	16	1900
Quincy					
Webster .....	.....	....	...	..	1913
Rockford					
Barbour .....	H. C. Muth.....	1916	250	15	1916
<b>Indiana</b>					
Brazil					
Brazil .....	E. M. Muncie.....	1916	476	30	1906
<b>Iowa</b>					
Davenport					
West Intermediate....	C. C. Minard.....	1919	640	27	1918
J. B. Young Jr. High.	R. P. Redfield.....	1919	677	27	1918
East Junior High.....	A. I. Naumann.....	1918	630	27	1918
Denison					
Denison .....	C. M. Wheeler.....	1918	165	8	....
Des Moines					
Amos Hiatt .....	R. J. Cornell.....	1918	725	32	....
<b>Kansas</b>					
Chanute					
Chanute .....	F. A. Lavan.....	1914	554	22	1914
Emporia					
Roosevelt Jr. High of					
K. S. N. S.....	Inez Morris.....	1917	75	17	1915
Holton					
Holton .....	Neal M. Wherry....	1917	205	10	1905
Junction City					
Junction City.....	Truman G. Reed...	1919	395	18	1918
McPherson					
McPherson .....	J. E. Jones.....	1918	232	14	1918
Salina					
Lincoln .....	F. J. Mercer.....	1916	583	24	1917
Topeka					
Lincoln .....	W. G. Magaw.....	1917	260	12	1917
Summer .....	E. F. Stanley.....	1916	220	8	1901
Wichita					
Alex. Hamilton Inter..	H. M. Eckstein.....	1919	638	21	1919

State, Town and School	Principal	Date of Organiza- tion	Enrol- ment	Teach- ers	Date of Build- ing	
<b>Michigan</b>						
Adrian	Adrian .....	A. J. Hypes.....	1915	420	19	1868
Grand Rapids	Burton .....	G. E. Downs.....	1917	121	4	1913
	Junior High School...	C. F. Switzer.....	1911	1,050	43	1895
Jackson	West Intermediate....	E. S. Light.....	1918	1,104	37	1918
<b>Minnesota</b>						
Canby	Canby .....	Mae I. Cowan.....	1917	140	10	1917
Duluth	Lincoln .....	C. T. Wise.....	1917	750	40	1916
	Washington Jr. High..	A. M. Santee.....	1916	875	42	....
Staples	Staples .....	Nellie F. Hudson...	1917	190	10	1916
Two Harbors	Two Harbors.....	Elizabeth Steichen..	1915	342	..	1914
<b>Nebraska</b>						
Friend	Friend Jr. High.....	Mrs. B. H. Greer...	1918	105	8	1903
Seward	Seward .....	Myrna V. Jones....	1917	147	8	1916
Lincoln	McKinley .....	Ruth Pyrtle.....	1914	206	16	1904
<b>Ohio</b>						
Berea	Berea .....	Edith A. Longborn.	1917	143	5	1915
Canton	North .....	I. W. Delp.....	1917	327	12	....
Cleveland	Addison .....	B. W. Taylor.....	1916	875	35	1914
	Brownell .....	H. N. Irwin.....	1918	850	32	1890
	Collingwood.....	E. T. Cockrell.....	1916	1,198	46	1907
	Empire .....	C. R. Wise.....	1915	1,100	46	1914
Columbus	Avondale .....	Velorus Martz.....	1917	714	30	1896
	Crestview .....	R. G. Kinkead.....	1919	600	24	1914
	Douglas .....	Edna B. Hatton....	1911	550	25	1876
	Indianola Jr. High....	H. J. Vallance.....	1910	532	26	1908
Fremont	Fremont Jr. High.....	I. G. Stout.....	1917	410	22	1909
Kent	Kent Normal.....	Edith M. Olson....	1919	96	10	1914
Warren	Central .....	L. D. Keppner.....	1917	250	40	1918
	East .....	Grace Bachus.....	1918	175	..	1918
	West .....	Harriett Fletcher...	1918	175	..	1918
<b>Oklahoma</b>						
Chickasha	Chickasha .....	J. F. Hatcher.....	1916	500	20	1916
Muskogee	Muskogee .....	R. E. Butcher.....	1914	675	60	1912
Tulsa	Irving .....	J. H. Brown.....	1919	225	14	1909
	Washington .....	J. A. Miller.....	1916	308	19	1918
<b>South Dakota</b>						
Mitchell	Mitchell .....	Lottie M. Jones....	1918	391	20	1917

The definition of a Junior High School used by the Committee has been most vigorously attacked by certain school authorities. One former Junior High School Principal declares, "That the definition of a Junior High School as adopted by the Commission on Secondary Schools is wholly inadequate and does not at all meet present day conditions." Professor F. T. Landsittell of Ohio State University declares, "I am inclined to question the advisability of narrowing the definition to exclude all other types except the three-year type. While it is true that the three-year school gives promise of becoming eventually the standard school, it is not impossible that we may, after all, find either the two-year or the four-year type to be the best. I should be inclined to open up the possibility of recognition of either two or four-year schools, provided they would be acceptable on the point of segregation and distinctiveness of organization, administration, and teaching service." Other criticisms have been filed with the Committee, but the prevailing opinion would indicate that the definition is a valid one. Therefore the Committee believes that the present definition of a Junior High School should be allowed to stand, but believes that plans should be devised for the classification of other types of the modified 8-4 plan. Unless this is done, the Association may discourage experiments in the way of modified 8-4 plans of organization. Another year the Committee plans to secure information from types of schools other than the three-year Junior High School type.

In an effort to move in the direction of preparing a list of approved Junior High Schools, the Committee has prepared a set of tentative standards covering such matters as:

Preparation of Teachers,  
The Teaching Load,  
Program of Studies,  
Salary Schedule,  
Building and Equipment.

The tentative standards for the preparation of teachers in the Junior High School are as follows:

All Teachers teaching one or more academic subjects must satisfy the following requirements:

A. The minimum attainment of the majority of the new teachers of academic subjects shall be equivalent to the completion of a four-year course of study in a standard college or normal school.

B. The minimum professional training of a new teacher of academic subjects shall be at least eleven semester hours in education. This should include special study of the subject matter and pedagogy of the subjects to be taught, including courses in Junior High School administration and methods. Such requirements shall not be construed as retroactive.

C. The teachers not meeting A shall be expected to complete at least one year of college work, including courses in Junior High School administration and methods, within a reasonable time following their appointment to Junior High School work.

The returns from seventy-five schools applying for recognition as Junior High Schools indicates very general ability and willingness to meet this standard. However, several leaders in the Junior High School field have voiced pointed criticisms of this standard. Among the criticisms is the following by President J. Stanley Brown of the Northern Illinois State Normal School, one of the members of the Committee, who declares, "I question the preparation of teachers. I think that a reasonable requirement for teachers dealing with pupils ten, eleven, twelve, thirteen, or fourteen years of age, might well be graduation from a State Normal School, such as may be found in our Central States. I think there is reason to believe that two years of training following high school graduation, with emphasis placed upon the art of teaching and some opportunity given to do acceptable directed or supervised study, would be a fairly satisfactory ideal."

Superintendent Stetson of Muskegon, Michigan, declares, "That it seems to me that the requirements under the head, 'Preparation of Teachers,' are entirely too indefinite. For example, under this, if I were hiring four new teachers of

academic subjects, only three of them would have to have a preparation equivalent to the completion of a four-year course of study. Personally, I can see no reason for the word 'majority' of the new teachers. The second objection to that point is that, as any Junior High School teacher will tell you, the problems of teaching in the seventh grade are distinctly different from those in the ninth grade. If I were organizing a Junior High School here, where all of the teachers would be new teachers, I should dislike to feel that I should have a majority of them holding college degrees. The question of whether the majority of them should hold a college degree would depend entirely upon the number of pupils enrolled. If the larger group were seventh graders, I should not want the majority of the teachers with college preparation."

Professor J. D. Elliff of the University of Missouri, inquires, "Why should we make any distinction in the preparation of teachers for Junior Schools and the Senior School? I see no reason for doing so, and a uniform requirement for both groups will be much more easily administered."

Of the 53 Junior High Schools satisfying the definition, 43 have required the A. B. of a majority of new teachers, and current practice would appear to endorse the tentative standard as a desirable one. However, it may be desirable to remove the indefiniteness of the present tentative requirement, and the elimination of that part of the requirement suggesting that only a majority of the new teachers shall possess a college degree. It might be preferable to indicate a lower standard of qualifications than a college degree to which all teachers should measure up. The Committee does not plan a radical revision of this standard this year, but expects that a revision will come later as the result of further inquiry concerning the actual situation in standard Junior High Schools.

Under the heading, "Teaching Load," the Committee has provided the following:

- A. The number of daily periods of class room instruction given by any teacher should not exceed six.
- B. The average length of a recitation period should be forty minutes, exclusive of all time used in the changing of classes or teachers.
- C. For schools having a plan of supervised study with class periods of fifty minutes or greater, not more than five classes per day should be assigned to any teacher.
- D. No school whose records show an excessive number of pupils per teacher based on average attendance, shall be accredited. The Committee suggests twenty-five as a maximum.

All of these requirements appeared to be acceptable to the Junior High Schools, except the one relating to the number of pupils per teacher. It appears to many that twenty-five is too low a maximum on account of the great cost of supplying sufficient teachers, and thirty or thirty-five is suggested by a considerable number of school principals.

In commenting on this tentative standard, Mr. C. L. Spain, Deputy Superintendent of Detroit, Michigan, says, "Under part 3, 'Teaching Load,' the Committee suggests twenty-five as a class maximum. This seems to be altogether too low. It seems strange that if our schools are doing what they claim they are, that is, giving pupils more self reliance and more power of self direction as they progress through the grades, that we should find it necessary to segregate the seventh, eighth, and ninth grade classes into classes of twenty-five when we are successfully handling classes of thirty-five to forty-five in the lower grades.

"I see no reason why the intermediate or Junior High Schools should not handle pupils in classes of at least thirty and preferably thirty-five and I do not believe that we are justified in reducing this standard as low as twenty-five. I might say that this is the opinion of others in the group here who are making some study of these matters."

The Committee expects to study this problem and to revise the standard in accord with the findings.

Under the heading, "Program of Studies," the Committee has attempted to provide standards which require a marked departure from the traditional 8-4 plan of school organization. These standards read:

A. The Committee believes that every Junior High School should offer units of work in mathematics, social sciences, languages (including English), natural sciences, the fine arts, physical training, and certain of the so-called vocational subjects, such as agriculture, manual training, household economics, commercial subjects, etc.

B. No school shall be accredited unless evidence is submitted showing an attempt to define the units in the program of studies in a manner greater in scope and richer in content than that of the traditional elementary school.

C. No school shall be accredited whose administration of the program of studies does not provide for some choice of studies, elected under supervision, for promotion by subject, and for the testing out of individual aptitudes in academic and vocational work.

D. No school shall be accredited whose administration does not provide for some plan for supervised study.

Many questions were raised by school officials concerning the meaning of terms and expressions used in defining the content and administration of the program of studies. Some of the typical questions were:

What is meant by "promotion by subject"?

What is meant by "supervised study"?

What is meant by studies "richer in content"?

The returns from the Junior High Schools indicate a general belief that a marked revision has already taken place in the program of studies. However, it is evident to the Committee that there is need of careful definition of many terms and a demand for carefully prepared statements issued concerning the aim, content, and methods to follow in the preparation of units in the various Junior High School subjects.

Some of the difficulties in the standards are pointed out by Assistant Superintendent G. L. McCullough of Jackson, Michigan, who declares, "How to define the units in the program of studies in a manner greater in scope, I do not know. We certainly have not endeavored to cover more ground or teach the subjects more intensively than in the traditional elementary schools. In our schools, we have sought to reduce the quantity both as to time and matter. We offer a wider range of subjects than the traditional elementary schools do, but within the subject itself the process has been one of compression or elimination, rather than of expansion. I take it 'richer in content' refers to that widespread movement during the last decade or two to make the subject matter of instruction in the grammar grades more vital, and more closely related to child-life interests. To this end, the whole subject matter of history, civics, geography, arithmetic, grammar, spelling, hygiene, literature, industrial arts, has been recast and reorganized. With this movement we are wholly in accord. Even at that, there is a wide diversion among educational authorities as to what the 'richer in content of these subjects' should be. In education, as elsewhere, we have our radicals, not to say Bolsheviks, as well as the most confirmed and conservative."

In commenting upon the standards, Professor C. H. Judd, of the University of Chicago, says, "It is my judgment that most high schools which are trying to organize this movement fail to understand that it is essential to the reorganization of the curriculum; to be sure, it is also a reorganization of the mode of handling the curriculum, but what I think is needed in the way of advice is the definition of some of the changes that ought to be made in mathematics, English, etc. My judgment would be, therefore, that the Committee ought to take the standard relating to the curriculum and enlarge it so that it would become a major part of the report, giving us definite knowledge of what is being done in each of the subjects in the curriculum. At the same time, as I suggested above, it seems to me very desirable that the Committee should give support to vigorous principals in persuading their boards of Education of the necessity of a very radical change in the programs."

One of the standards arousing the greatest interest on the part of Junior High School principals, relates to salary schedule. In fact, this standard was the most favored of all. The standard reads:

"No school shall be accredited whose salary schedule does not insure the attracting and retaining in the Junior High School of teachers equal in teaching ability to those selected for Senior High School teaching."

This standard was introduced in order to prevent the development of the practice of using the Junior High School as a training school for teachers intended for Senior High School work. The returns from the Junior High Schools indicate that a large majority satisfy the standard at the present time, and it is the consensus of opinion that it is highly desirable for all schools to attempt to satisfy this standard. The only criticism offered relates to the revision of the standard so as to demand more attractive salaries in Junior High Schools rather than salaries equal in attractiveness to those paid in Senior High Schools. It has also been suggested that the Committee might well afford to put less emphasis upon the preparation of teachers and more emphasis upon the salaries paid to teachers, the suggestion being that high salaries will insure the attracting and retaining in Junior High Schools of teachers equal in preparation and ability to those in the Senior High Schools.

The standard relating to the Junior High School building and equipment reads:

"The location and construction of the building, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers. The building should contain adequate laboratory, gymnasium, auditorium and library facilities."

That buildings in which Junior High Schools are housed are relatively new is indicated by the fact that 33 of the 53 have been erected since 1910. The Committee hopes in the future to submit a report on the essential features of the newer Junior High School buildings.

The newness of the Junior High School movement is revealed by the fact that of the 53 eligible under the official definition, only three were organized prior to 1914. This fact should serve to emphasize the need of much caution in the handling of the Junior High School problem by this Association.

The Committee, after a careful examination of the reports from the 78 schools asking classification as Junior High Schools, has decided to delay the preparation of a list of approved schools. However, there is included in this report the names of the 53 claiming to completely satisfy the official definition. This list is published under the heading, "Schools Claiming to Satisfy the Official Definition," and it is intended that publication shall not carry with it any approval by the Association. This very cautious procedure is adopted because of the grave danger of hindering the Junior High Schools' development by the adoption of an approved list before standards have been carefully studied.

The Committee will continue its work in the direction to formulate a better set of standards based on the best practice and will hope through this work to enable the Association to give some direction to the Junior High School Movement.

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## II

### EFFECT OF SIZE OF CLASS UPON QUALITY OF WORK IN HIGH SCHOOLS

By William A. Cook, University of South Dakota (for the Committee)

For many years the North Central Association has endeavored to guard against the crowding of its approved high schools, by a standard limiting the number of students per teacher, the computation first being based on average number belonging, and later on average daily attendance. Legislation on size of recitation section began three years ago, with the recommendation to accredited schools that "No recitation class should enroll more than thirty pupils." After a year of trial the sentence was changed to read:

"The Association believes that effective work can rarely be done in classes of more than thirty pupils."

At the meeting of 1920 all mention of size of recitation section was eliminated from the standards for approval of schools.

Accrediting standards of other associations and of the various states make very rare mention of the size of recitation section. With one exception, previous studies of size of class have dealt with the elementary schools. In 1917-18 Inspector Hollister of the University of Illinois, Dr. Butler of the University of Chicago, and Dr. Jones of Northwestern University, investigated at their respective institutions the college records of freshmen from the Chicago high schools, and freshmen from a group of other Illinois high schools, where conditions were less crowded than in Chicago.

The present Committee has used no data based on college records, because it feels that its problem should be studied from the standpoint of all the students of a school rather than from that of only those who enter college. Several selective factors determine who shall enter college, and they doubtless operate differently in city and country, in large and small schools, in those adjacent to and those at a distance from higher institutions. In fact, a study of all the graduates of a school may fail to reflect the efficiency of instruction in that school, since gross weakness in instruction may be obscured by a high mortality. On the same principle that the struggle for survival produced a powerful physique among the American Indians, any high school can kill off enough of its students to make of the survivors a high type.

The study herein reported is based upon data solicited from the entire list of schools accredited by the Association, omitting only private schools, schools of higher institutions, and some fifteen public high schools in the larger cities. Private schools and those connected with public higher institutions were omitted because their classes are often abnormal in size, and sometimes in other respects. The fifteen large city schools were omitted because of a shortage of forms, discovered at the last minute, and because also of the conviction that some of the statistics called for would be burdensome for metropolitan schools to furnish. However, no city of over a hundred thousand population was missed entirely.

Some preliminary analysis counseled the tabulation of all data in three divisions, which we shall denominate schools of Classes I, II, and III. Schools of Class I are those in cities of over 100,000 population in 1910; schools of Class II are all others listed as enrolling over 200 students in 1917-18; schools of Class III are the remaining small schools and the new ones accredited in 1919.

One type of data was gathered on slips distributed to about 20,000 teachers in the schools addressed. The slips called upon each teacher to state what size of class had proven "most efficient in his own experience." It was explained on the slip that teachers in answering should not consider the clerical phase of correcting papers and making reports, but that they should think only of the "actual operation of the class in recitation or laboratory, as an instructional agency." Space was indicated for the name of the subject or subjects on which the teacher might make his estimate, the year of the course in which each subject occurred, and the "most efficient size of class."

The returns were not spotted, geographically or otherwise. The 315 schools reporting represented every state in the Association's territory, and constituted from about 10% up to 50% of the schools accredited in each state. Twenty-turned in estimates.

Several problems arose in tabulation of the returns. It became necessary to disregard such terms and expressions as "about," "or more," and "or less," and eight schools of Class I, situated in eleven different large cities, submitted slips from part or all of their teachers. More or less complete returns came from 157 schools of Class II, and 130 schools of Class III. About 5,200 teachers to tally the bare number given. Some did not give the year of the course. If the subject was begun in the junior year, they wrote "1st" instead of "3rd." Others used numerals running up to 8, to indicate the semester of the four-year course in which the subject occurred. "Jr." either meant the junior year of a senior high school or a four-year high school, or it meant the junior high school. Letters also were used with different connotations. A comparison of slips from different teachers in the same school and reference to the schedules (which some principals were so thoughtful as to send), helped to remove uncertainties.

Where a teacher gave distinct estimates for the first and second halves of a subject running through the whole year, the two estimates were combined and entered as one, in order to prevent the judgment of such teacher from receiving disproportionate weight. Whenever a teacher entered the same number as his estimate for as many as three consecutive units of work in a department, the estimate was tallied once, as though the year had not been specified at all. In case the year was not given, tally was made under "Year not specified," or under the year in which the subject nearly always is found.

To avoid an unending number of steps, such as 18, 18-20, 20, 20-22, 18-22, it was decided to group all estimates under headings which were either multiples of 5, or were the range from one multiple of 5 to the next such multiple above it. Hence the headings adopted ran 10, 10-15, 15, 15-20, 20, 20-25, etc.; 18 and 18-20 were included in 15-20; 20-22, in 20-25. Estimates such as 18-22, or 20-30, stretching across a multiple of 5, were few, and could either be neglected or treated arbitrarily without affecting the results appreciably.

It was also indispensable to make combinations of subjects because of the varied terminology of the reports. For example, Expression, Debating, Public Speaking and Oral English were combined under one heading; Bacteriology, Botany, Zoology, and Biology were brought under another. So far as possible the principle of combination was to group subjects of similar content and teaching method.

When all estimates had been tabulated, an approximate median was calculated for each unit or subject. From a strict, mathematical viewpoint, criticism may readily be made of the method used, but it was the only one possible in the time for the completion of the study, and gives very nearly the same results as the utmost refinements. To illustrate the method, the estimates on 9th-year English from schools of Class II are distributed thus:

Size of class preferred.	Number preferring it.
10-15	5
15	23
15-20	66
20	141
20-25	52
25	50
25-30	8
30	2
	347

There are 112 estimates above 20, and 94 estimates below 20. The median, therefore, lies toward the upper extreme of the "20" group, and is designated as "20+."

In Table 1 are given the medians found for the different subjects and units. Medians based upon less than twelve estimates are followed by (?). "20)(20-25" indicates that the median falls directly between the two groups. Different units of the same subject are combined in several cases, as Mechanical Drawing, all years, and Trigonometry, 11th and 12th years, in order to increase the number of trustworthy medians. This was resorted to most freely when the estimates showed but little variation for different years.

Before discussing the consensus of the estimates, we may say a word as to the value of these estimates by teachers. The personal equation in a narrow individual sense is not one to tolerate in any investigation of precision; but it is thought that the method of mass judgment by expert authority, as used by various investigators in devising handwriting scales or scales for the measurement of ability in composition, and as used by others in determining the minimum essentials of the different school subjects, is valid in the present study. Among the most finished practitioners of the teaching art are a large number of the 5,200 teachers reporting. These teachers, meeting substantially a half million high-school students daily, speak with an authority that must command the respect of this Association.

Question may be raised as to how seriously teachers took the inquiry of the Committee. From the fact that over a thousand took advantage of the suggestion that they write on the slips some explanation of their estimates, we may infer that many of them thought seriously. Many were very careful to draw distinctions between the different courses they were teaching. It was a small minority who wrote one preferred size of class, irrespective of the subject or year of the course; it was a rare teacher who stipulated the number that could be taught effectively in Typewriting by noting, "The only limit is the number of machines," or who characterized efficient instruction in chorus by saying, "The more, the better."

Several of the general principles of pedagogy received fresh expression in the many explanations which teachers gave of their estimates. For all subjects taught by some form of class exercise the idea was repeatedly emphasized that classes must be small enough to admit frequent recitation. Daily recitation of every student is the ideal of many. The certainty of a daily check stimulates in the student a feeling of responsibility and causes more regular preparation. Confidence in "bluffing" is destroyed. Classes of moderate size are favored, because the more general participation makes the recitation a social enterprise. Students can not be expected to develop a co-operative attitude unless given the opportunity to practice co-operation. And again, teachers plead for classes in which it may be possible to recognize individual differences,—which is the very essence of teaching.

The minimum limit to effective size of class is set, according to the opinions of teachers, by the necessity of enthusiasm. While there is no absolute agreement as to the size of class below which interest suffers, there is general agreement that such a limit does exist, that social consciousness, competition within the group, and competition between groups, are all based upon a numerical factor. The stimulus to a youngster to do an excellent piece of work, to render a superior report, to display originality, initiative, or leadership, is stronger in the class of respectable size. And finally, the teacher himself needs a group of normal size to elicit his superior performance.

For efficient work the atmosphere of a class must to a large degree be natural and informal. A very large class necessarily involves formality, restraint, and mechanical procedure. It spells disaster to the personality of teaching, as already stated. Teachers do not know students, and students do not feel free with either teachers or classmates. They are reserved in those very classes where the greatest development depends upon the free voicing of personal sentiments, and where the greatest profit comes from listening to similar expressions from others. In the big class only strong or courageous students venture to ask questions, and the teacher scarcely has time on his own initiative to locate the weaknesses of timid and backward students.

The principle that close classification of students affects efficient size of class is mentioned by several teachers. This may mean sectioning on the basis of general ability, whereby, for example, strong students are assigned to Section 1 of English 10A, and weak ones to Section 4 of the same subject. One teacher declares that thirty superior students in Beginning Algebra are no heavier a class than twenty dullards. Uniform classification of students should also be applied to the sections in Bookkeeping, Manual Training, and Drawing. So long as students of different stages of advancement are simultaneously under the teacher's supervision, the number must be smaller than for a homogeneous class.

Blackboard space for Mathematics, floor space in laboratories, and duplicate equipment in Natural Science and vocational subjects, are so frequently spoken of by teachers as setting the maximum limit to the efficient size of class, that the conclusion is warranted that the teaching force could care for larger numbers if provided with proper material accommodations. One instructor in a school of less than 150 states that material conditions are reducing by about 30% his ability to deal successfully with numbers. Every department ought to be equipped for classes that will bring the teacher up to a full load. Interest on investment in equipment and apparatus is small, when compared with salaries.

The ease of securing discipline inclines teachers to prefer a class of moderate size. Order is less easily maintained in classes over 25, partly because students can not be kept so busy. If seating arrangements cause congestion, evil results will follow. But, on the other hand, a very small class, by reason merely of its informality, may give trouble. A teacher who has no problem of discipline in a Physics recitation enrolling 25, may have difficulty with half the class on laboratory days.

TABLE 1

Medians of Teachers' Estimates of Most Efficient Size of Class

SUBJECT	Schools of Class I	Class II	Class III
English, year not specified.....	20—25—	20+	20—
English, 9th .....	20—25+	20+	20—
English, 10th .....	20—25+	20+	20—
English, 11th .....	20—25+	20+	15—20+
English, 12th .....	20—25+	20+	15—20+
Literature, all years.....	25—	20—25+	20—25—
English Composition, all years.....	15—20—	20—	15—20—(?)
Expression, all years.....	20—	15+	15+
Latin, 9th .....	20—25—	20—	15+
Latin, 10th .....	20+	15—20+	15—
Latin, 11th .....	20+	15—20—	15—
Latin, 12th .....	20	15—20—	15—
French, 9th .....	20+	15—20+	15+
French, 10th .....	20+	15—20+	15+
French, 11th .....	20+	15—20—	15—
French, 12th .....	20—25—	15—20—	15—
Spanish, 9th .....	20) (20—25	15—20	15—20—
Spanish, 10th .....	20—25—	15—20	15—20—
Spanish, 11th .....	20—25—	15—20+	15—20—(?)
Spanish, 12th .....	20—(?)	15—20+(?)	15. (?)
General Science, 9th.....	20+	20+	20—
Biology, year not specified.....	20. (?)	20—	15—20—
Biology, 9th .....	20—(?)	20—	15+(?)
Biology, 10th .....	20) (20—25	20—	15—20+
Biology, 11th and 12th.....	20+(?)	20—	15—20—(?)
Physics, year not specified.....	20—25(?)	15—20+	15—20+
Physics, 11th .....	20+	20—	15—20+
Physics, 12th .....	20+	15—20)(20	15+
Physiology, all years.....	25+	20+	20—
Physiography, 9th-11th .....	25+	20+	20—25—
Chemistry, year not specified.....	20—25—(?)	20—	15—20.
Chemistry, 11th .....	20. (?)	20—	15—20—
Chemistry, 12th .....	20) (20—25	15—20+	15—20)(20
Mathematics, year not specified.....	20—25—(?)	20—25—	20—(?)
Algebra, 9th .....	25—	20+	20—
Algebra, 10th .....	25—	20+	20—
Algebra, 11th and 12th.....	20—25—	20+	15+
Plane Geometry, 9th .....	20. (?)	20—	15—20. (?)
Plane Geometry, 10th .....	20+	20—	15—20—
Plane Geometry, 11th .....	20—25—	20—	15—20—
Solid Geometry, 11th and 12th.....	20+	15—20+	15—
Trigonometry, 11th and 12th.....	20.	20—	15.
Arithmetic, year not specified.....	25—30. (?)	20—25—	20—
Arithmetic, 9th .....	25—	20—25—	20—
Arithmetic, 10th .....	20) (20—25(?)	20+	20—
Arithmetic, 11th and 12th.....	20—25—(?)	20—25.	20—

SUBJECT	Schools of Class I	Class II	Class III
History, year not specified .....	25—	20)(20—25	20—
History, 9th .....	25—	20—25—	20—
History, 10th .....	20—25+	20—25—	20—
History, 11th .....	20—25+	20—25—	20.
History, 12th .....	20—25+	20—25—	20+
Civics, 9th-10th and not specified....	25. (?)	20—25+	20.
Civics, 12th .....	25—	20+	20+
Economics, all years .....	20—25)(25	20)(20—25	20—
Home Economics, year not specified..	20—	15—20+	10—15+
Home Economics, 9th .....	20.	15—20+	15—
Home Economics, 10th, 11th and 12th	20—	15—20—	15)(15—20
Cooking, 9th .....	20—	15—20+	15—20—
Cooking, 10th, 11th and 12th .....	15—20+	15—20+	15—20—
Sewing, 9th .....	20—25—	15—20—	15+
Sewing, 10th, 11th and 12th....	15—20+	15—20—	10—15)(15
Art and Design, all years.....	15—20.	15—20.	15+
Mechanical Drawing, all years.....	20+	15—20+	15+
Carpentry and Woodwork, all years..	20—	15—20+	15—
Other shop and industrial.....	15—20+	15—	10)(10—15
Agriculture, all years.....	20—(?)	15—20—	15+
Teacher Training .....	.....	15—20—	15—
Psychology .....	20. (?)	20—25.	20—
Bookkeeping, 9th .....	25—	20—25+	20—
Bookkeeping, 10th .....	25—	20)(20—25	20—
Bookkeeping, 11th .....	25—(?)	20)(20—25	15—20+
Bookkeeping, 12th .....	25—30(?)	20—	15.
Business Law, all years.....	25+	20+	
Business English, all years.....	20—25—	20+	20+
Commercial Geography, all years.....	25—30.	20—25—	20+
Penmanship, all years.....	25—30.	25+	25—
Stenography, year not specified.....	20—25)(25	20+	15—
Stenography, beginning .....	25—	15—20—	15)(15—20
Stenography, 9th .....	20—25—	20—	15—20.
Stenography, 10th .....	20—25+	20—	15—20.
Stenography, 11th .....	20—25—	20—	15—20—
Stenography, 12th .....	20—25(?)	20—	15+
Typewriting, year not specified.....	30—	25.	25.
Typewriting, 9th .....	30—	20—25+	25—
Typewriting, 10th .....	30—	25—	25+
Typewriting, 11th and 12th.....	30—	25—	15—20+
Chorus, all years.....	55—60.	40—	30. (?)

Two general conclusions may be drawn from Table 1. The first is that from the standpoint of the teachers, at least, the question under discussion is not a simple, but a complex one. While some teachers submit identical estimates of the most effective size for all their classes, the majority think that differences must be recognized according to years and subjects, and even according to divisions of subjects. If such a conclusion is valid, it is unwise to legislate into standards for accredited schools any rule as to a flat maximum size of recitation section. Such a rule will be too liberal to fit some conditions, or too narrow to meet others, and will probably exhibit both faults.

The second general and very important showing of Table 1 is that the larger schools are able to take care of larger classes. Taking the medians based on at least twelve estimates for schools of Classes I, II, and III, a decrease is observed in over 90% of the cases as the eye passes across the table from left

to right. There are ready explanations of this difference between the estimates for large and small schools. The more plentiful equipment of the larger school has been referred to above. It is also true that the larger schools have faculties more efficient by virtue of experience, and probably by virtue of natural ability. Large city high schools are entitled to the best of teachers on account of their salary schedules, but do not always secure them because of the inefficiency of their machinery for selecting superior teachers. But there can hardly be debate on the greater ability of large city schools to care for larger classes.

Nevertheless, the difference in the ability of large and small schools to care for numbers in classes is not as great as Table 1 suggests. Teachers in small schools give low estimates for certain classes, because they have had no experience with larger ones. Some of them state, "I have never had a larger class than ten or twelve." At the same time, teachers in large schools illustrate a principle of psychology, which is of very wide application: they have become so accustomed to contend with numbers that they tend to accept as satisfactory a situation which is tolerable only because so long borne. It is also apparent that in making their estimates teachers of large schools stretched their consciences to the limit. They realize better than the teacher in the small school the gravity of the administration problem that has come with the phenomenal growth of high-school attendance. They show this by writing, "A maximum of 25," or by answering "25 or less." Teachers in small schools forgot numbers and answered the question from an ideal point of view. Because of these considerations, the Committee feels that the difference of approximately five between the estimates of the large and small schools should be slightly reduced.

Turning to the data by departments and subjects, as revealed by Table 1, we discover marked differences. In spite of variations in method and material, the differences in estimates for the various years of English are very small. For schools of Class I teachers believe that recitation sections should fall between 22 and 24; for Class II, between 20 and 22; for Class III, between 17 and 21. The limiting factors in the ninth year are (1) the necessity of extended drill on mechanical matters of grammar, sentence arrangement, spelling, and oral reading; (2) the need of time for criticism of oral and written work; (3) the extreme sensitiveness of freshmen to thorough-going criticism before a large class, and (4) the unevenness in the advancement of the students. The last point applies strongly to schools in towns of under 5,000, which number among their students a large per cent of rural tuitioners. In the upper years of the English the use of the topical recitation, and the longer oral and written themes, keep down the number that may participate in the limited class period. The desirability of a free reaction on vital questions affecting personal ideals and standards, as such questions arise in the study of literature, prompts teachers to ask for a class of such size as shall call out varied opinions but not quench frankness. A class in English Composition should evidently be from five to seven less than a class in Literature. Classes in Expression should be still smaller than those for ordinary composition. Unless separate sections are provided for these distinct phases of English, the wise differentiation can not be made in size of class. The solution in any case is one to worry the maker of schedules.

Latin, French, and Spanish are uniform enough in their organization and method, so that they show little difference from the ninth to the twelfth year. It is true that many schools seek a different goal in modern than in classical language. In Spanish and French the direct method necessitates much practice by individuals, and results in smaller estimates than for English. Drill on pronunciation is mentioned as especially desirable in beginning French. But the Latin makes equal demands on time for grammatical drill and rehearsing paradigms. Much of the drill in elementary language is done in unison by experienced teachers. The advanced work in this field presents much the same problem as English. Recitations are longer, individual views and expressions are valuable in the study of the literature. However, the courses are elective, and should be filled by a group that averages above normal. For schools of Class I foreign-language sections should probably fall between 19 and 23; for Class II, between 17 and 20; and for Class III, between 14 and 18.

The social studies are estimated close together for the different years, but admit classes about five larger than in foreign language and three larger than in English. Topical recitations are at a premium in this field. Special reports

on outside readings are more important than in any other department. Foremost values of social study, such as training in tolerance and the use of the practical judgment, can issue only from a liberal expression of personal views and the introduction of a wealth of details. This bespeaks a fine balancing of numbers—classes large enough to furnish a good fund of opinion, and small enough to permit its expression.

According to Table 1, the size of classes in Natural Science should vary widely, falling in some cases as low as for foreign language, and in others rising as high as for the Social Sciences. This may be explained by the fact that some sciences, such as Physiology and Physical Geography, are given high estimates because they are usually not on a laboratory basis. Biology, Physics, Chemistry, and General Science are nearly everywhere laboratory sciences; hence the estimates for them are reduced. A fairly large number of teachers make distinct estimates for laboratory and recitation in these sciences, the section for laboratory usually being desired from 20% to 40% smaller than the recitation section. If the laboratory section is not smaller, a laboratory assistant is to be inferred. The lecture and demonstration method is not employed at all commonly. In the rare cases in which it is followed, larger sizes of section are admitted. Psychology is doubtless treated as Natural Science was thirty years ago,—as a "book" study. No laboratory exercises are mentioned for it, and the class estimates are as high as in Social Science. The laboratory phase of instruction finds a narrow but extreme exemplification in yet another department,—in the class in stock judging, for which less than ten is a favored number. Observation and practice in teacher-training also demand a very limited class.

Mathematics displays the same tendencies as Natural Science, i. e., the different units raise different problems in teaching and hence merit different sizes of class. Of distinctly secondary Mathematics, Beginning Algebra takes the largest classes, because, great as are its difficulties, the principles to be taught are not numerous. What the class does require is abundant drill, and this to a great extent can be given by uniform board work, with the class not working on more than two problems at a time. The effect of a class of less than 15 is a lag in interest and in competition. Classes for Arithmetic are estimated by the teachers to be capable of being made fully as large as in Beginning Algebra. Here again much of the class work can be conducted in common. Estimates on Advanced Algebra run about three less to the class on the whole. In this work the problems are becoming longer, and a number of them are really theorems. Plane Geometry shows lower estimates than Beginning Algebra in schools of all classes. The demonstrations of Geometry are longer than the problems of Algebra, and the originals consume much time. For Solid Geometry and Trigonometry there is yet another definite drop in the figures.

What has been said of the effect of the laboratory method in reducing classes, applies with equal force to Home Economics, Agriculture, manual and industrial subjects, and the different divisions of Art and Drawing. The estimates for all these average about five less than for academic subjects. The projects upon which students of a class are at work differ in nearly all advanced courses in Sewing, Art, and shop subjects. Students must await the teacher's approval before proceeding, or they risk ruining valuable goods or spoiling a drawing. Instruction in Art and its application to Millinery must be individualized. Science teachers pay little heed to the arrangement of a student's private drawer, and to whether test tubes are kept clean. But instructors in the kitchen regard arrangement and cleanliness as basic, and make constant inspections accordingly. In the shop the use and the care of tools must be added to the securing of good results in the project itself.

The commercial branches are generally reported as presenting the most favorable openings for large classes. Business English may be treated much like other English; Commercial Geography and Business Law are about on a par with Social Science, which we have seen to admit larger classes than any other academic department. Yet several teachers of Commercial Law disagree with their colleagues, and insist upon classes of 10-15, in order that discussion may clear up doubtful principles. Bookkeeping classes are rated at least as large as those in any of the academic departments, and Typewriting classes are larger still. Stenography classes are the smallest in this department. A right start and extended, closely supervised practice are fundamental. One teacher

compares learning stenography with learning a foreign language, but estimates for it do not run quite as low as for foreign language.

Such an administrative decision as the provision of double periods affects the size of the efficient class. Double periods are generally recognized as indispensable in Natural Science and Cooking; but in Sewing, and Textiles, in Bookkeeping, in Drawing, and even in manual subjects, many teachers must still contend with single periods. The estimates show a very great difference between Class I and Class III in Bookkeeping. One explanation is that the student generally spends two periods under the teacher's immediate supervision in the larger schools. In the smaller schools, outside preparation develops many difficulties, which overwhelm the teacher of a large class with but a single period upon which to rely.

Data on Music and Physical Training is rather fragmentary. Leaders of Chorus work, especially in schools of Class I, prefer large groups, larger than for any of the purposes hitherto discussed. For orchestra about 30 are preferred; for glee club, 20-24. Classes in the history and appreciation of music may be approximately the same size as those in such an academic subject as History or Literature. Theory and Harmony are best given with smaller numbers of 20 and 15, respectively.

Considering the limited facilities of many schools for Physical Training, floor space is in practice often a deciding factor in size of class. Estimates are usually larger for advanced than for beginning classes, with respect both to general physical training and a special branch, such as swimming. For dancing, swimming, and tumbling, classes smaller by a half are desired than for the general exercises. The games taught are of such a kind that 25 constitutes a very satisfactory class.

Returning again to the general features of the data, of nearly 2,500 estimates for all subjects in schools of Class I we find over two-thirds falling from 20 to 25, inclusive. A few more fall below 20 than above 25, but 20-25 may be taken as the strongly marked central tendency of all estimates for Class I. The "super-teacher," as some have been wont to term him, may be among those who prefer 30 or more in their classes, but he either is highly unusual, or has never discovered his own superlative characteristic. It may be admitted that some can teach 40 better than others can teach 20; we may concede even that some can teach 50 better than others can teach one. That does not alter the fact that the great body of teachers regard their efficiency as decreased in a class of over 25 or under 20.

What are the conditions in schools of Class I on this point? All schools were asked to report section by section the grades assigned in their classes for some regular grading period of the present year. Some gave grades for the first semester, so their figures make the most favorable showing possible with regard to size of class for the half year. In ten high schools, representing seven large cities, the average size of academic section is slightly under 24, which is only one or two above the average advised by teachers. The major evil lies in crowding over a half of the academic registration into classes that run over 25, and hence lie above the limit of maximum efficiency. Some schools are very successful in equalizing sections, but it may be at a price paid elsewhere along the line. Others show an utter failure to equalize. Unwillingness of principals or students to have transfers made to other less crowded schools is a great hindrance. The problem of transfer should be forcibly dealt with by the superintendent, or by an assistant superintendent of secondary education for the city.

Of over 7,000 estimates by teachers from schools of Class II, approximately 60% fall within the limits of 15-20, inclusive, and 85% within the limits of 15-25, inclusive. The median estimate is 18 or 19. Reports from a sample list of 15 schools of Class II show academic sections averaging 21. Sixty-eight per cent of the registration is in sections enrolling over 20, and 28% in sections enrolling over 25. The average academic section in this class of schools should be reduced by two or three to conform to teacher judgment, and increased attention should be given to equalization.

Over 60% of some 3,000 estimates from Class III drop in the interval 15-20, inclusive. The others are about equally divided as below 15 and above 20. The median estimate is 17-18. A check of academic sections for 25 schools selected at random from Class III gives 18 as the average size of academic section. Fifty

per cent of the academic registration is in classes over 20, and 20% in classes over 25. The average size of section does not need to be reduced, but it is probable that some very small sections should be discontinued or alternated, that the teaching force thus freed may be utilized to keep classes to an absolute maximum of 25.

The Committee desired to study the general question assigned it by comparing the per cent of high grades and of low grades in large, small, and medium recitation sections. After an investigation of the distribution of grades in ten large high schools, it is of the opinion that such mass statistics are too complex to be of value. Select bodies of students in small elective classes present one complication, by skewing the distribution curve. In the second place, grave doubt may be expressed as to the constancy of the teacher's grading standards in large and small classes. Teachers very infrequently refer to their own grading distribution in discussing their estimate as to most effective size of class. It is very questionable whether a teacher's grade reflects his measure of what the student accomplishes in absolute terms. It rather indicates how nearly the student is presumed to have realized his possibilities under existing conditions. Students in large classes receive "the benefit of the doubt." To make any study of grades still less significant, a number of principals are establishing radically different sizes of class in different departments.

The Committee, by way of final word, believes that the way to light lies in continued study of the conclusions of teachers and principals who have this problem to meet constantly. The scope of the investigation might well be broadened to include the use of standard tests in sections of different size. It is believed that if legislation for accrediting standards is desired, the solution will ultimately take some such form as follows: (1) the division of approved schools into perhaps three classes, on the basis of size of city, experience of teaching force in secondary work, tenure of faculty in present position, or other criterion related to ability to handle effectively large classes; and (2) the setting for each class of schools of a different standard. The general form of the regulation might be thus:

1. In public high schools in cities of over 50,000, the median size of all recitation and laboratory sections shall not exceed 23, and not over 5% of all sections may exceed 28.
2. In all public high schools in cities of 5,000-50,000, the median size of all sections shall not exceed 21, and not over 5% of all sections may exceed 26.
3. In all other approved schools, the median size of section shall not exceed 19, and not over 5% of all sections may exceed 24.
4. Decision as to which sections may run over size is referred to the principal, who understands the limitations of equipment and teachers in his own school, and can harmonize these with the general principles governing the efficient size of class.

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### III

#### TRAINING FOR CITIZENSHIP IN THE NORTH CENTRAL ASSOCIATION SECONDARY SCHOOLS

By Calvin O. Davis, University of Michigan, (for the Committee).

Within the last two years, as never before, there has echoed and reechoed across our country a demand for full-blooded Americanism everywhere. The nation has, within that time, been newly impressed with Lincoln's famous dictum that "a house divided against itself cannot stand." It has accepted without reservation the Biblical precept that he who is not for our state is against it, and has set itself the task not alone of rooting out existing forms of anarchy and hyphenism, but of protecting itself in the future against the unchallenged development of anti-American-doctrine and of divided national allegiances.

To accomplish this job governmental machinery of improved patterns has lately been set in motion and corrective social agencies of many types have recently been established. Among the latter organizations are the various societies interested in the so-called Americanization movement. Their primary aim is to indoctrinate adult residents of foreign birth with the principles of democracy

as these are set forth in the American Declaration of Independence and in the Constitution of the United States, and to habituate them to the national customs, the social forms, and the personal practices which have become the very foundations of our national life and character.

The instigating purpose of this movement is laudable indeed, and the work which is being done by the several societies is both extensive and admirable. But their activities do not grapple with the entire problem. Foreign-born residents are not the only ones who seriously need to be quickened with the true spirit of America and of Americanism. Altogether too many native-born citizens of our republic are lacking in a full appreciation of the privileges and benefits which they have inherited and which they today enjoy, and are remiss in the exercise of the duties and obligations which society in general rightfully expects from them.

Neither is the problem likely to be solved nor the desired goals reached if attention is directed solely, or chiefly, to the adult members of our body politic. To nationalize individuals takes time. Education must be begun in the *early* days of life. "Just as the *twig* is bent the tree's inclined." Or, to combine the wisdom of Solomon with that of Pope: "Train up a *child* in the way he should go and when he is old he will not depart from it." It is the *child* and the *youth* who most of all need to be Americanized. If the on-coming generation of boys and girls can be imbued with right ideals and ideas and habits respecting the obligations of citizenship, the future of our nation is assured. If the on-coming generation of boys and girls be unguided in their thoughts, attitudes, and conduct regarding governmental principles and social relationships, confusion in the adjustment of individuals is likely to be heaped on confusion. The resulting effects on our national stability will, to say the least, tend to become uncertain and, in all probability, subversive of our cherished principles and forms of democracy. It, therefore, behooves the friends of America to look well to the civic and social training of our youth of today—the men and women voters and actors of tomorrow.

While the public schools can not rightfully be charged with the entire responsibility of handling the problem suggested, nevertheless, being the specialized agencies which society has established for instructing and training youths to take their places effectively in the active affairs of the world, perhaps the largest share of the duty does devolve upon them. Nor are schoolmen indifferent to the task. Even since schools, publicly supported and controlled, have existed in our land, training for citizenship has been one of their conspicuous aims. Indeed, a tax-supported school system could perhaps be justified on no other grounds. The state assumes the direction and defrays the expense of schools because the results of their work tend to the advantage of the state.

Nor has practice looking to the development of qualities of good citizenship among youths in the public schools been wanting. For many years every teacher and administrative officer in the system has, doubtless, both consciously and unconsciously, been teaching citizenship. And the work has not been ineffective. While it may be that much of the social restlessness which is discoverable in America today may be charged to the theory of universal education, nevertheless such restlessness is not wholly disquieting. Progress is change, and change is inspired by restlessness. Though it may be confessed in sorrow that disrespect for established authority is too common a trait of schoolboys and schoolgirls in America today, that a superficiality of knowledge and a lack of persistency and accuracy in thought and action are too characteristic even of the graduates of our schools, and that a spirit of selfishness, not to say of indifference and laziness, distinguishes altogether too large a proportion of the young people of the land whenever there is hard work to be done and personal sacrifices to be made, nevertheless there is much to be charged to the other side of the ledger. The records of our young men in the late war, the activities of our young women in civilian work related to the war, the attitude of both the sexes towards the question of woman suffrage, the abolition of the saloon, and the suppression of the radical red agitations throughout the land,—all these undertakings (and many others) are evidences of a popular civic interest and civic responsiveness that are gratifying. For this active expression of public spirit much credit surely must be given to the public schools as they have operated during the last generation.

In order to discover, as fully as possible, precisely what practices are being carried on in the secondary schools of the land with the direct intent of developing qualities

of citizenship among the students enrolled in those schools, the North Central Association, through its Commission on Secondary Schools, made this topic the subject of their special investigation this year. A questionnaire was sent to each secondary school accredited by that association. It was accompanied by a *Note to Principals* stating the purpose of the study, defining the plan of procedure, and calling for hearty co-operation on their part.

The questionnaire laid down the thesis that: "Good citizenship consists of being able and desirous of playing one's full part in the co-operative activities of one's community, state, and nation. It results from (1) altruistic emotions (interests and desires), (2) correct mental notions (knowledge and ideals), and (3) trained habits of response (spontaneous and studied actions)."

The questionnaire then proceeded to educe data showing the current practices in the high schools in respect to each of these three aspects of training, and also asked, under a fourth caption, for the expression of personal judgments concerning the wisdom of certain suggested practices. The four main categories of the study were, therefore, as follows:

- A. Provisions for arousing desirable *sentiments* of citizenship.
- B. Provisions for furnishing *information* relating to the privileges and duties of citizenship.
- C. Provisions for securing from pupils *active participation* in affairs that tend to develop habits of spontaneous, and also studied, responses that make for good citizenship.
- D. Expressions of the personal views of principals regarding certain specific policies.

In so far as possible, all questions were put in a form calling for the categorical answer, "Yes" or "No." A few questions were not of this type but called for positive statements of practice couched in concrete terms. Some of these latter questions were employed in order to serve as a check on the replies to the more general queries, and some were used because no other way of getting assured information seemed feasible. An illustration of the latter type of question is the following: "In what specific way does your school seek to give pupils a sympathetic understanding, and a desire for fair dealing, concerning problems of labor and capital?"

Questionnaires were returned from 1180 schools, distributed over the 18 states comprised within the North Central Association territory. Few school officials made replies to every question asked, and many were inconsistent in the answers given. Thus, for example, more than one principal declared that his school offered no work in elementary sociology or elementary economics and then, in a space or so below, stated that the classes in these subjects met five times per week.

Nevertheless, despite these inconsistencies, the responses as a whole give evidence of thoughtful interest and painstaking effort. They surely are complete and accurate enough to give an indication of what the common school practices are. One cannot help feeling, however, that where slovenly, inaccurate replies were made, and where, instead of giving the data requested, space was taken to condemn the entire questionnaire and the aims of the Association,—one cannot help feel that, when such conditions are evidenced, the school authorities are missing the spirit of the age and in their egotism and slothfulness are injuring their own interests more than those of others.

The table hereto attached gives the summaries of the replies made to the several queries asked:

#### A. PROVISIONS FOR EXCITING SENTIMENTS OF CITIZENSHIP:

1. *Assembly Talks.* Of the 1180 schools reporting, 1164 claim to have *Assembly Talks* in which effort is made to stimulate in pupils sentiments and interests of citizenship. Only 33 of these schools hold such meetings daily, although 155 others provide for them two or three times per week. The most common practice apparently is to hold assembly periods regularly once per week, 520 schools reporting that such is their custom. On the other hand, 427 schools make use of this agency only at irregular intervals, or at periods considerably less frequent than weekly.

Most of the schools (1053) are in the habit of securing as speakers at the assembly meetings prominent local citizens and notable out-of-town visitors. Among the local citizens mentioned most frequently are ministers, public officials, and successful businessmen who are known for their public spirit and for qualities of good citizenship.

In 71 schools the pupils themselves are encouraged to deliver speeches and talks, while in only 363 schools are the classroom teachers expected to contribute to the exercises. The superintendents and principals in 408 schools constitute the chief force for carrying on the work.

While this report rightfully must concern itself chiefly with facts and their obvious interpretations, and not with personal opinions, the query persistently arises: "Why, in a matter so important as citizenship, are the assembly periods, as agencies for arousing right sentiments, so infrequently employed, and why are the services of the pupils, teachers, and administrative officers so rarely employed in presenting the theme?"

2. *Music.* As in the case of assembly talks, so music of a stirring and patriotic kind is employed by most schools to inculcate sentiments of citizenship. In 131 instances it is provided daily or at the regular assembly periods; in 654 schools it is furnished at least once per week, and in 239 cases it constitutes a part of special day exercises or is a feature occasionally provided.

3. *Oral Readings.* Seven hundred sixty-eight schools are accustomed to have oral reading given by pupils and teachers, such readings being designed to fire the emotions with civic zeal. Two hundred ten schools have nothing of the kind.

4. *Prescribed Class Readings.* Prescribed class readings of an inspirational character are found in 869 schools, while 175 schools openly declare they make use of no such material. Whether these last figures are indicative of indifference to the value of inspirational literature as an agency for developing civic ideals, or whether the figures illustrate again merely the carelessness of individuals filling in the blanks, there is no way of determining. It seems almost incredulous that 175 schools of North Central Association rank should deliberately neglect to make use of material so generally recognized as valuable for character training.

5. *Dramatization.* Only 398 schools profess to make any use of dramatization as a means of portraying civic duties and ways of meeting them, while 614 schools frankly acknowledge that such undertakings have no part in their systems. If the dramatic instinct in adolescent youths is as strong as psychologists declare, and if dramatization of wholesome events, scenes, and ideals is as beneficial as many experienced educators claim, some authority should exert its influence to secure more general adoption of this agency as a means of civic training in our schools.

6. *Pageantry.* It may be somewhat surprising to know that 352 out of 1026 schools reporting do make use of pageantry as an agency for developing ideals and sentiments of citizenship. Although allied to the drama, this kind of human representation seems to be regarded as possessing values not found in the former type of theatricals. Surely the use of pageantry on the fairly extensive scale indicated is a relatively new feature in the schools, as only rarely has the subject been mentioned in previous reports.

7. *Moving pictures* depicting civic interests and individual responses thereto are provided in 290 schools, while 710 schools make no use of this potential educational agency.

8. *Stereopticons*, on the other hand, seem to be more generally employed, 438 schools reporting them in use, while 541 report they are not found in their schools.

9. *Literature.* The full wording of this topic in the questionnaire was: "Is literature in your school so taught as to give pupils an *enthusiasm* for things that are more excellent?—Name three specific ways this is done."

Of the schools replying, 1030 declare that the subject is so taught, while 38 boldly, and seemingly without chagrin, express themselves in the negative. More than 100 schools sending in the report refused or neglected to write the little word "yes" or "no" in answer to this question. This number is, however, approximately the number of drones that have manifested their presence about each of the other questions asked, and hence probably should excite no special concern. It is, however, pertinent to remind such delinquents that standard No. 8 of the Association reads: "*No school shall be considered unless the regular annual blank furnished for the purpose shall have been properly and completely filled out and placed on file with the inspector.*" Furthermore, by vote of the Association, the blank calling for data for the annual special study has been duly authorized and made a part of the regular procedure of the Association.

The specific ways by which literature is taught in order to attain the ends sought are varied, and the modes of stating on the report how the work is carried on are still more varied. Few schools mentioned *three* ways which were employed by them in conducting the work; many—even of those which claimed to be putting forth the endeavor—failed to mention one. Moreover, the replies given range from such phrases as: "oral training," "vitalizing ideals," "contrasting good and bad," "essays on politics," "refinement of tastes," "good teachers," to expressions like "selections of patriotic classics," "biography," "inspirational teaching," "class discussions," and "memorization work."

Obviously, it was impossible to classify the replies with any degree of simplicity and at the same time positive accuracy. Eliminating many answers from consideration entirely, and using rather free power of interpretation, the following practices were recorded: By means of careful selection of subject matter to be read in the classes, 599; by means of memorization work, 75; by means of the dramatic appeal, 179; by means of the interpretative power of teachers, 586; and by means of class discussions and debates, 213.

10. *Excursions.* The entire question as printed under this caption read: "Do teachers in your school conduct classes to places and institutions which reveal conditions that stir in pupils desires to render social service?—Name three types of visits thus made."

Only 495 schools seem to be in the habit of undertaking this type of school excursion; 538 state positively they do not do so; and approximately 150 ignored the query. As in the replies to question No. 9, it is not possible to classify all answers under a few simple headings and be sure they are truly connotative. Nevertheless, with due allowances for misinterpretation of intent, the types of visits may be given thus: (a) to civic councils and offices, 166; (b) to state institutions (legislatures, army camps, state fairs, etc.), 73; (c) to courts and penal institutions, 185; (d) to charitable institutions (hospitals, homes for the blind, deaf, and feeble-minded, poor farms, insane asylums, etc.), 100; (e) to social settlements (poor districts, alien districts, etc.), 77; (f) to religious and educational institutions (church services, memorial exercises, art museums, universities, rural schools, chautauquas, libraries, etc.), 33; (g) to local voluntary organizations and undertakings (charity associations, women's clubs, chambers of commerce, Rotary club meetings, patriotic speeches, parades, etc.), 54; (h) to industrial and commercial places (manufacturing plants, mines, farms, stock-yards, banks, etc.), 211.

## B. PROVISIONS FOR PROVIDING INFORMATION RESPECTING CITIZENSHIP

The second main division of the questionnaire was concerned with the modes of furnishing *information* relating to the privileges and duties of citizenship.

1. *Civics.* Of the 1180 schools sending in reports, 1148 have courses in civics in the high school. In 989 of these schools the course is wholly separate and distinct from the courses in history, while 144 schools stated it is a part of a course with history. The subject is, for the most part, a senior offering, 886 schools providing for it in that grade. In 339 schools, however, juniors are admitted to the course, and in 160 schools the course is distinctively one for 9th grade pupils. Only 76 schools offer the work in the 10th grade, and where this is done the course seems to be the same as the 9th grade course but is open to both 9th and 10th grade pupils.

In 890 schools the civics course is one half year in length, in 43 schools it is less than half a year, and in 185 schools it is allotted an entire year's time. A further question sought to bring out the practice regarding the administration of the several courses. Replies were so confusing that no attempt was made to compile them. In general, the questionnaire disclosed the fact that the course offered in the 11th and 12th grades is prescribed for all who expect to be graduated. In several instances the courses are prescribed for students in particular curricula, as, for example, in the commercial or in the manual training curriculum.

The replies received gave a rather surprising unanimity of practice in the use of text-books. Except in a few states in which "official leaflets" are provided, and except in a goodly number of schools in which no definite printed material is used, the texts are (almost without other exceptions) confined to the ones enumerated in the table.

Almost without exception, too, the courses in civics meet five times per week.

Below the high school, civics is taught in 871 of the schools reporting, whereas in 112 districts no such course is offered. The text-books used in these elementary school courses are less uniform than in the high schools, although, as the table reveals, a certain few predominate.

2. *Elementary Sociology.* This subject is found in 298 schools while 770 schools acknowledge they do not offer such work. In 230 schools the course is separate from courses in civics and in 238 schools separate from courses in history. In 186 schools the work is offered in the 12th grade, in 119 it is open to pupils of the 11th grade, and in 39 it is open to 9th or 10th grade pupils. In 218 schools, classes meet five times per week.

While apparently much of the work in elementary sociology is carried on by means of miscellaneous printed material furnished by the teacher, and while several schools employ text-books of various kinds, four books in particular take prominent places in the list. These are mentioned in the table.

3. *Elementary Economics.* Work in elementary economics is reported as follows: 696 schools offer the subject; 406 do not; 662 present it in a course separate from courses in history; 609 in courses separate from civics; and 511 in courses separate from elementary sociology. In 622 schools, the classes meet five periods per week.

As in the case of most of the courses in civics and sociology, the work in economics is offered in the 11th or 12th grades, although 52 list the course as a 9th or 10th grade subject. On the other hand, 497 list it as a 12th grade subject and 322 as an 11th grade subject. Regarding text-books used, only five are mentioned more than a very few times, these five being listed in the table.

4. *Current Events.* One thousand and eight schools report having a course dealing with current events, though 121 schools do not have such a course. For the most part, the work is connected with the courses in history, civics, sociology, and economics (911 schools so reporting) and with work in English (518 schools so reporting), although 176 schools claim to provide an absolutely separate and distinct course for the study. In 592 schools the weekly time allotment for the subject is from 40 to 50 minutes; in 150 schools it is less than this amount of time, and in 121 schools it is more than this amount. The work seems to be prescribed for some group or groups of pupils in every school, 278 mentioning those taking specified history and civics courses, 136 those taking certain courses in English, and 618 those of other groups, as, for example, those in the commercial curriculum, the Normal training curriculum, or 9th grade pupils.

Whenever specific sources of information are given for the current events work six well-known magazines lead the list. These are the Literary Digest, The Independent, The Current Events Magazine, The Outlook, Review of Reviews, and The World's Work. Four hundred twenty-eight schools mentioned "newspapers" (unspecified) and 531 schools had their materials recorded merely as "magazines."

5. *Morals, Manners, and Life Problems.* One hundred twelve schools claim to have a definite course of this type offered in their program of studies. What the character of such courses is or what the mode of conducting them may be, the data in no wise reveal.

6. *Occupations.* One hundred ninety-five schools claim to offer a course styled "Occupations" or some similar title. No further information regarding the work is, however, indicated in the reports.

7. *History.* It is a well-known fact that courses in history are offered in every public secondary school. The query in the questionnaire was, therefore, directed to discover whether those history courses are (to quote from the questionnaire itself) "taught not alone to reveal facts but to make every boy and girl believe and understand the worth of being free." The blank also called for "three specific ways this is done."

Of the schools replying, 1057 claimed that history is taught with the end in view of making pupils feel the worth of being free. How this task is accomplished is not so easy to state. The replies included such answers as: "Comparisons," "Character

study," "Illustrations," "Note-books," "Ideals," "Classes," "Slavery," "Bulletin board," "Class spirit," "Talks," "Current events," "Special reports," etc. By the process of free interpretation, these replies were subsumed under the following general captions: Stressing American ideals, 639; Stressing development of Free Institutions, 446; Treating Current Social Problems, 403; Stressing the Responsibilities of Citizenship, 155.

8. *Biography*. Of the 1180 schools reporting, 1012 answered "yes" to the following question: "Are the lives of great men and women studied in your school with particular reference to revealing the personal qualities of character which constitute true Americanism, e. g., Love of freedom, courage, honor, justice, loyalty, human equality, integrity, force?" Of these, 657 declared the work is carried on in connection with the history and English courses, while 461 state that the study is made in an independent course or as parts of special school programs.

9. *Problems of Labor and Capital*. To the query, "In what ways does your school seek to give pupils a sympathetic understanding, and a desire for fair dealing, concerning problems of labor and capital?", the following replies (after being edited) were obtained: Through assembly talks, 161; through debates and discussions, 330; through the agency of regular class work, 526; through selected readings and current events reports, 176.

10. *Wholesome Use of Leisure*. To the query, "In what ways does your school seek to impress on pupils the need of utilizing leisure time in a wholesome way?", replies that ran the whole gamut of possibilities were given. The following are illustrative: "Care of school property," "Order in public places," "School discipline," "Democratic dress," "Practice in leadership," "Community singing," "Clubs," "Athletics," "Campaign against smoking," "Record marks," "Social responsibilities," "Examples," "Self-government," "Discussions," "Supervised recreation," "Use of Library," "School moving pictures," "Talks," etc. Condensed into the most commonly suggested categories the replies are: (a) Athletics, 159; (b) Lectures and talks, 301; (c) Suggested readings, 188; (d) Supervision of student affairs, 173; (e) Student clubs and societies, 194.

11. *Books Read by Pupils*. To the question asking for a list of five books which are most extensively read by high school pupils and which aim specially to present lessons in citizenship, almost enough different books were mentioned to fill a moderate sized library. When, however, those are excluded from consideration which, in each state, were mentioned only once or twice or thrice, the entire number dwindles to 15. Hale's *The Man Without a Country* leads all other books in popularity, being mentioned 125 times, although Riis's two books, *Making an American* and *How the Other Half Lives*, together outnumbered Hale's by 14. Biographies and works of Roosevelt, Franklin, and Lincoln, and the writing of Steiner, Antin, Jane Addams, and Booker T. Washington likewise were mentioned quite frequently.

12. *Magazines Read by Pupils*. Sixteen magazines commonly read by pupils were mentioned in excess of 30 times, and no other magazine than those included in the table was listed that number of times. Since each school was requested to enumerate the five most extensively used periodicals of this sort, the unanimity of reading interests shown by pupils is remarkable. Likewise the type of reading indicated is gratifying. Not one "yellow" magazine is found in the group, but, on the other hand, there are several that might be classed as "ultra blue." In the lists given, the *Literary Digest* is conspicuous by the long lead it has over others, being mentioned 841 times in a possible total of 1180. *The Independent* and *The Outlook* are close to the five hundred mark; *World's Work* and *Review of Reviews* are in the three hundred class; *Current Events* and *The American* hover about the node of one hundred fifty; and the others bring up the field.

### C. PROVISIONS FOR HABIT FORMATION

A third division of the study—Division C—concerned itself with the agencies which are employed in the schools in order to give pupils active participation in affairs that tend to develop habits of spontaneous, as well as studied, responses that make for

good citizenship. The following summarizing table indicates the scope of the inquiry and the character of the replies:

Type of Agency	No. Schools Having	No. Schools Not Having	No. Schools Not Replying
1. Jr. Red Cross Societies.....	880	172	128
2. Jr. Good Citizenship League.....	76	658	446
3. Boy Scout Organization.....	651	305	224
4. Girl Scout Organization.....	522	387	271
5. Thrift Clubs .....	421	458	301
6. School Paper .....	666	360	154
7. Military Training .....	208	720	252
8. Debating Clubs .....	863	194	123
9. Mock Elections .....	568	379	233
10. Student Self-government .....	306	550	324
11. Community Centers .....	373	398	309

This is a fair array of agencies for affording opportunities to pupils to acquire habits of good citizenship through the only known way to acquire them, namely, by practicing the qualities of good citizenship. No doubt, the list could wisely be extended in many schools.

A detailed analysis of the larger table shows that among the schools which provide military training, 83 prescribe it for all boys, 107 make it optional or elective, and 18 ignore the question.

Similarly, in the portions of the table relating to student self-government, 148 schools state that they publicly advertise the fact, whereas 393 schools declare they do not do so. Since only 306 schools claim to have student self-government agencies at all, there is obviously some misstatement of fact or misinterpretation of facts connected with this topic. It is observed, too, that 242 schools claim to have formal machinery for the operation of student self-government, 204 schools assert that teachers have much control over it, and 255 schools state that the plan is administered with little interference or control by teachers. In short, the replies to this entire topic are confusing, and little credence seemingly can be placed in them.

Again, the questionnaire, after giving several factors alleged to be essentials of patriotism, sought to bring out statements respecting the ways these factors are taught in the schools. The answers indicate that, for the most part, school authorities rely upon the routine of the regular school work to inculcate patriotic principles, although a large number of schools (381) lay the stress upon having pupils participate in the various school organizations as the best means of accomplishing the end. Among the other means suggested are: Patriotic celebrations, 96; Talks and lectures, 189; Self-government agencies, 223; Student co-operative societies, 169; and athletics, 123.

## D. OPINIONS

The fourth division of the study sought to bring out a statement of the personal views of superintendents and principals regarding certain more or less untried ideas of training. The first question pertained to having high school pupils subscribe to an oath modeled on the Ephebic oath formerly taken by Athenian boys. The full oath was not given in the questionnaire, but only the following portions, namely: "I will transmit my fatherland, not only not less, but greater than it was transmitted to me. I will obey the magistrates who may at any time be in power. I will observe both the existing laws and those which the people may hereafter unanimously make, and if any person seeks to annul the laws or set them at nought, I will do my best to prevent him, and I will defend them both alone and with many, (and) I will honor the religion of my fathers."

The authorities in 428 schools favored the adoption of a pledge of this sort; 415 opposed doing so; and 337 expressed no opinion.

The second question related to having in each school a Junior Civic League one of whose obligations on its members should be, "To perform at least one act of civic worth daily. This thought was built on the idea of the Boy Scout organization. Six hundred seventy-two school authorities approved the plan; 183 opposed; and 325 ignored the query.

A third question read: "Would you favor having established in your school a branch of the society known as the Universal Service for Social Improvement (U. S. S. I.), and to have your pupils subscribe to its program and wear its emblem (Red Star)?" Probably few had heard of this society, nor was the question as clear as it should have been. The vote on it was: Favoring, 432; opposing, 207; not voting, 541.

The fourth question read, "What do you regard as the three very best specific ways of inculcating habits of good citizenship in boys and girls?" Replies were expressed in multitudinous forms. However, by exercising the process of rather free interpretation, the following eight groupings were secured:

A. Good teaching in all branches.....	346
B. Courses in social science and literature.....	188
C. Stressing ideals of conduct by teachers.....	381
D. Personal example of teachers.....	277
E. Placing responsibilities on pupils personally.....	284
F. Student organizations .....	328
G. Providing opportunities for out-of-school service to society.....	149
H. School discipline .....	150

The answers are not very satisfactory, first, because they represent the views of only the small number of individuals who took the trouble to reply at all, and, second, because the replies that were given could not possibly all be listed under the headings given above.

In conclusion, it is pertinent to inquire what deductions follow from the study thus made, and, second, what value is derivable from them.

In the first place, it seems to the writer that the study clearly shows that the North Central Association Secondary Schools are, as a body, alert and alive to the need for providing training in citizenship, and that, they are employing, possibly as fully as could properly be expected, all of the available means to attain that end.

Second, the study shows that although the Association is a unifying agency, much flexibility of administration is to be found among the various schools, each adapting its program to local conditions and needs.

Third, although knowledge *about* the rights and duties of citizenship is still the most emphasized aspect of civic training, still provisions for stirring the emotions and for exercising the will in pupils are conspicuous features of many schools, and the means employed to obtain these ends are suitably varied in character.

Fourth, courses of study designed primarily to give direct instruction and training in citizenship are, for the most part, deferred to the last two years of the school work, thereby bringing their influences to bear solely upon those pupils who have before them a complete high school education.

Fifth, teaching ideals of citizenship and personal character seems to be one of the leading aims of many courses of study in the high school—particularly the courses in history, English, and foreign languages—and is not confined to courses in elementary social science.

Sixth, the "inspirational" and "interpretative" powers of teachers in all subjects are relied upon as the best and surest agencies for developing qualities of citizenship among pupils.

Seventh, agencies that make their appeal to the eye—dramatics, pageants, moving pictures, stereopticon slides, and real concrete situations in the adult world—are being extensively employed to teach the lessons desired.

Eighth, courses in Elementary Sociology, in Occupations, and in Morals, Manners, and Life Problems are not yet finding any conspicuous place in the school programs of studies.

Ninth, suitable text-books for courses in all phases of citizenship instruction are, as yet, few in number.

Tenth, the interrelating of school work and out-of-school interests is particularly noticeable in matters pertaining to instruction in citizenship.

Eleventh, high school boys and girls are readers of books and magazines that are worth while, and read with avidity if material that is interesting is placed before them.

Twelfth, school authorities are very much in doubt regarding the best ways to teach pupils the wholesome use of leisure time, and need to be instructed.

Thirteenth, biographical material as an agency in civic training holds a conspicuous place in the organization of most schools.

Fourteenth, the Boy and Girl Scout movements have already gotten a firm footing in the halls of the Secondary Schools.

Fifteenth, military training for high school boys has likewise found much support among North Central Association schools.

Sixteenth, student self-government has become a reality in approximately one-fourth of the schools reporting, although in only one-half of these schools is the plan given publicity or operated by means of formal machinery.

Seventeenth, most schools seem to place great faith in the civic training afforded by the school papers, debating clubs, mock elections, and other types of student co-operating organizations.

Eighteenth, the Community Center idea, so far as it applies to the use of the high school building for that purpose, is of relatively small significance.

Nineteenth, many school men favor the establishment within the schools of some kind of a society the chief purpose of which should be the deepening among students of the sense of responsibility to the state.

Twentieth, a goodly portion of the school authorities rely upon the personal example of teachers, the regular class work, and the regular discipline of the school to furnish the civic ideals, knowledge and training needed by the youths who attend.

As a final word one may perhaps venture to express the thought that possibly the greatest value of this study is, after all, not so much the facts that have been compiled, or the general deductions that have been made, but, on the contrary, the suggestiveness to school authorities as to what is possible in the way of giving more effective training in citizenship. Surely, it is demonstrable that mere knowledge about citizenship is not sufficient to insure proper reactions to the real conditions of social life. To knowledge must be added interest, and to interest practice in well-doing.

DIVISION E

REGULATIONS AND STANDARDS FOR ACCREDITING SECONDARY SCHOOLS.

1920-1921

I. REGULATIONS

1. No school shall be considered unless the regular annual blank furnished for the purpose shall have been properly and completely filled out and placed on file with the inspector. Schools in good standing will make a complete report on teachers once in five years; but full data relative to changes must be presented annually.
2. New schools, hereafter seeking accrediting, shall submit evidence (e. g., a resolution) showing an approval of the standards of the Association and of the application for membership by the local board of education or school trustees.
3. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. Schools that have been continuously accredited for five or more years may not be dropped for any violation of standards. Such schools are to be warned. But if the violation is persisted in for a second year they shall be dropped.
4. The Association will decline to consider any school unless such school is in the highest class of schools as officially listed by the properly constituted educational authorities of the State.
5. In all emergency appointments during the school year in which teachers do not fully meet Standards 6A and 6B, the Commission will insist that these be temporary and for the remainder of the current year only. Such cases must be duly certified by the superintendent or principal, including a statement concerning the training, experience, salaries and efficiency of such teachers.
6. The agent of communication between the accredited schools and the secretary of the Commission for the purpose of distributing, collecting, and filing the annual reports of such schools, and for such other purposes as the Association may direct, is as follows:
  - (a) In States having such an official, the inspector of schools appointed by the state university.
  - (b) In other States the inspector of schools appointed by State authority, or, if there be no such official, such person or persons as the secretary of the Commission may elect.
  - (c) If any State fails for two successive years to send one or more official representatives to the annual meeting of the Commission on Secondary Schools, the schools of that State may, by a vote of the Association, be dropped from the accredited list.

The Association is conservative, believing that such policy will eventually work to the highest interests of all. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment and esprit de corps, of such character as will unhesitatingly commend them to any educator, college, or university in the North Central territory.

I. Junior Red Cross Societies



	Total	Ariz.	Colo.	Ill.	Ind.	Ia.	Kan.	Mich.	Minn.	Mis.	Mont.	Neb.	N.M.	N.D.	O.	Okl.	S.D.	Wis.	Wyo.
Number Schools reporting	1180	13	27	205	64	75	48	99	75	70	32	79	26	60	146	132	24	94	11
Number developing citizenship through Arousing sentiments by mean of:																			
I. Assembly talks	1164	13	27	202	63	75	48	97	73	69	32	79	26	58	143	31	24	93	11
1. Frequency of meetings																			
a) Daily	33	0	0	9	1	1	0	2	2	8	1	1	0	1	4	1	0	2	0
b) Weekly	520	3	12	60	44	32	14	59	25	35	14	37	15	26	66	18	11	46	3
c) 2 or 3 times weekly	155	3	3	37	5	4	3	0	13	0	9	9	4	11	20	8	4	21	1
d) 1, 2, or 3 times monthly	230	0	8	52	12	17	7	27	14	13	0	15	1	12	30	4	2	12	4
e) Occasionally and irregularly	197	7	4	39	2	20	20	7	12	16	9	11	6	5	28	0	7	1	3
2. Speakers																			
a) Superintendent and principal	408	7	70	79	20	31	20	24	24	13	20	20	27	25	41	18	7	49	3
b) Teachers	363	7	8	89	9	18	7	19	30	9	20	16	10	21	56	8	4	27	5
c) Students	71	0	2	10	0	5	0	5	10	2	0	4	0	0	20	0	0	10	3
d) Local citizens and notables	1053	12	27	190	60	75	45	90	70	44	29	62	25	57	129	28	23	77	10
II. Music of stirring type	1142	13	24	205	64	73	40	98	75	63	32	75	24	60	143	29	23	90	11
I. Frequency																			
a) Daily or at occasional assemblies	131	5	0	17	6	2	1	18	6	6	1	2	11	41	1	2	10	0	
b) 1, 2, or 3 times weekly	654	5	15	122	45	47	20	54	22	31	17	54	19	44	51	25	14	62	7
c) Occasionally	239	2	7	20	13	23	20	19	16	26	9	17	3	5	31	3	6	15	4
III. Oral readings before classes																			
1. Schools having	768	11	22	41	51	59	29	73	64	35	26	56	23	40	121	24	11	76	6
2. Schools not having	210	2	2	37	8	15	8	18	11	31	6	15	0	12	12	2	10	16	3
IV. Prescribed class readings																			
1. Schools having	869	8	15	151	40	56	38	73	60	45	23	55	19	46	120	24	18	71	7
2. Schools not having	175	2	5	19	15	16	4	14	15	18	9	11	3	5	11	3	3	19	2
V. Dramatics																			
1. Schools having	398	4	8	59	16	23	14	29	30	18	12	19	7	29	65	11	9	43	2
2. Schools not having	614	9	10	108	35	49	21	58	45	49	20	44	9	17	60	13	12	49	6
VI. Pageantry																			
1. Schools having	352	3	4	50	35	27	12	29	21	26	9	13	6	23	55	10	4	23	2
2. Schools not having	674	10	14	117	22	46	21	60	54	40	23	51	13	25	74	12	17	69	6
VII. Moving Pictures																			
1. Schools having	290	1	9	49	31	20	9	14	21	16	5	12	3	20	40	4	6	35	0
2. Schools not having	710	12	9	120	25	53	25	71	53	47	27	51	16	26	79	16	14	58	8
VIII. Stereopticons																			
1. Number having	438	3	13	77	38	36	14	37	28	24	8	19	2	21	65	7	5	39	2
2. Number not having	541	10	7	88	21	39	17	44	47	38	24	42	12	20	45	13	13	55	6
IX. Literature taught inspirationally																			
1. Number claiming to do so	1030	13	20	173	60	70	38	81	73	65	29	70	23	45	136	31	18	76	9
2. Number failing to do so	38	0	0	1	0	2	3	0	3	1	4	0	3	1	0	1	16	0	
3. Number doing so by means of																			
a) Selected readings	599	4	14	54	32	28	36	51	27	30	5	50	17	26	135	22	20	37	6
b) Memorization work	75	2	3	7	2	2	3	21	10	6	7	2	0	3	0	4	0	3	0
c) Dramatic appeal	179	2	4	32	13	10	6	7	11	17	0	7	3	10	27	6	3	19	2
d) Interpretative power of teachers	586	9	11	73	49	40	34	37	58	25	14	28	10	35	95	18	7	37	6
e) Class discussions and debates	213	5	2	16	6	28	11	8	24	29	5	17	3	25	11	2	3	15	3
X. Visits to places and institutions																			
1. Number doing so	495	8	8	101	24	28	16	43	33	32	10	30	9	20	69	8	8	44	4
2. Number not doing so	538	5	12	92	36	38	14	50	41	27	22	39	16	25	52	11	12	40	6
3. Number visiting																			
a) Civic councils and offices	166	3	0	50	1	10	14	10	11	18	2	11	1	9	4	3	4	11	4
b) State institutions	73	3	1	5	5	4	4	1	11	10	2	2	1	2	5	2	1	14	0
c) Courts and penal institutions	185	4	7	24	10	9	8	11	12	20	4	14	4	7	37	2	6	5	1
d) Charitable institutions	100	2	3	23	3	5	4	12	2	5	3	1	1	1	18	3	1	13	0
e) Social settlements	77	1	0	17	3	3	7	6	7	7	4	1	0	1	12	1	5	2	0
f) Religious and educational institutions	33	1	0	4	1	3	2	1	1	1	1	1	0	1	1	1	1	1	0
g) Local voluntary organizations	54	1	1	10	1	2	2	1	3	2	1	1	6	1	8	3	1	7	1
h) Factories, mines, farms, etc.	211	4	3	29	15	15	6	11	14	19	10	17	1	5	32	3	5	19	3
B. Giving citizenship information																			
I. Through a course in civics																			
1. Schools having	1148	13	25	203	61	75	48	98	75	55	31	79	24	60	142	30	25	93	11
2. In course separated from history	989	12	19	180	52	69	44	85	68	42	20	67	22	59	123	21	22	77	7
3. In course with history	144	1	6	17	12	6	4	13	6	12	11	6	1	1	18	9	1	16	4
4. In grades																			
a) 9th	160	0	0	21	2	10	5	28	15	12	2	23	2	5	12	2	0	17	4
b) 10th	76	1	0	23	3	6	2	3	3	2	1	2	1	5	5	3	0	15	1
c) 11th	339	4	8	52	7	39	42	9	25	16	12	20	5	18	15	26	7	31	3
d) 12th	886	12	22	148	59	45	8	81	67	44	22	56	24	53	132	26	23	59	5
5. Length of courses																			
a) Less than half year	43	1	1	7	4	1	0	3	2	1	13	1	1	0	0	0	0	6	1
b) Half year	890	11	21	165	50	68	5	70	68	39	10	60	21	59	126	20	24	69	4
c) One year	185	1	2	26	3	11	43	15	10	11	4	12	12	0	15	7	1	16	6
6. Texts used in High School*																			
a) Ashley's <i>New Civics</i> ; also <i>American Govt.</i>	153	5	5	18	0	18	0	11	13	5	5	15	7	1	30	1	3	15	1
b) Hughes' <i>Community Civics</i>	116	0	2	16	0	13	0	25	12	6	4	10	1	1	4	1	2	16	3
c) Magruder's <i>American Government</i>	144	2	0	26	1	20	0	13	16	6	6	19	4	5	13	1	6	5	1
b) Guittreau's <i>Govt. and Politics in the U. S.</i>	208	0	12	26	0	7	43	20	20	8	1	9	0	7	19	1	7	25	3
c) Boynton's <i>School Civics</i>	33	0	0	5	1	0	0	0	0	2	4	5	2	0	12	0	2	0	0
f) Woodburn & Moran's <i>Citizen and the Republic</i>	55</td																		

	Totals	Ariz.	Colo.	Ill.	Ind.	Ia.	Kan.	Mich.	Minn.	Mo.	Mont.	Neb.	N.M.	N.D.	O.	Oklahoma	S.D.	Wis.	Wyo.	
5. Time allotment per week																				
a) Under 40 minutes	150	1	2	26	6	7	5	13	8	7	2	11	5	16	25	2	3	11	0	
b) From 40 to 50 minutes	592	9	21	91	47	44	14	44	47	23	21	42	10	26	71	16	4	52	10	
c) Over 50 minutes	121	1	1	20	3	10	5	8	1	6	2	9	5	4	21	3	5	16	1	
6. Sources of information																				
a) Current Events	146	3	—	30	—	14	—	30	—	10	7	—	—	—	24	—	—	25	3	
b) Literary Digest	376	10	—	105	—	37	—	51	—	31	19	—	—	—	74	—	—	41	8	
c) Outlook	104	5	—	40	—	—	—	16	—	8	5	—	—	—	20	—	—	10	—	
d) Independent	154	2	—	43	—	20	—	23	—	13	8	—	—	—	33	—	—	7	5	
e) Review of Reviews	49	3	—	17	—	7	—	4	—	3	3	—	—	—	7	—	—	3	2	
f) World's Work	27	2	—	9	—	—	—	4	—	3	3	—	—	—	4	—	—	4	—	
g) Newspapers (unspecified)	428	0	20	40	32	26	20	20	28	11	0	39	20	46	50	13	18	41	4	
h) Magazines (unspecified)	531	9	25	20	58	29	38	10	71	5	1	68	21	56	41	23	20	33	3	
7. Prescribed for																				
a) Pupils in History and Civics courses	278	4	3	45	18	16	21	16	8	23	9	14	5	11	35	12	5	28	5	
b) Pupils in English courses	136	0	0	30	4	15	6	13	11	8	2	5	3	2	18	1	2	11	4	
c) Designated groups of pupils	618	16	7	119	23	50	25	66	36	44	18	38	15	31	58	17	14	31	10	
V. Through a course in Morals, Manners and Life Problems																				
VI. Through a course in Occupation (or similar course)	112	1	1	24	3	5	8	5	9	4	4	12	5	9	10	3	1	8	0	
1. The worth of being free	194	5	3	38	10	8	6	16	16	21	7	18	5	3	16	7	1	11	3	
2. American ideals	1057	12	24	177	60	70	41	95	69	57	29	68	22	56	132	30	21	84	10	
3. Development of free institutions	639	21	18	116	39	40	32	27	18	23	27	21	22	35	106	21	17	45	11	
4. Current social problems	446	5	11	50	34	22	23	35	16	34	17	52	6	40	56	20	7	15	3	
5. Responsibilities of citizenship	403	9	4	51	39	24	30	24	48	16	19	13	15	8	66	8	10	13	6	
VIII. Through biography studied																				
1. In some way unspecified	1012	11	22	179	55	68	36	85	67	52	30	69	23	51	128	33	23	77	3	
2. In History and English courses	657	3	12	102	37	49	32	45	40	44	12	47	17	49	62	25	23	48	10	
3. In special programs or independently	461	8	10	80	19	20	19	22	42	17	16	32	15	15	78	5	7	50	6	
IX. Through knowledge of the problems of capital and labor gained through																				
1. Assembly talks	161	3	1	48	10	8	12	8	2	1	3	10	7	10	12	7	4	14	1	
2. Debates and discussions	330	4	14	66	10	32	24	22	19	5	11	29	8	10	37	10	4	21	4	
3. Regular class work	526	5	7	85	25	34	24	40	34	40	14	31	6	40	67	11	5	53	5	
4. Readings and current events reports	176	3	8	22	14	2	4	5	19	6	5	12	10	11	22	4	7	22	0	
X. Through training to use leisure time wholesomely by means of																				
1. School athletics	159	4	5	16	9	11	4	8	12	11	4	18	1	8	20	6	5	14	3	
2. Lectures and talks	301	6	6	43	18	9	13	11	28	16	8	26	12	9	52	14	5	23	2	
3. Suggested readings	188	1	1	16	9	8	10	18	11	5	2	7	13	3	52	8	4	19	1	
4. Supervision of student affairs	173	5	4	24	3	9	10	14	12	3	6	15	6	5	33	4	3	16	1	
5. Student clubs and societies	194	6	2	12	4	24	12	8	13	16	12	16	4	11	22	6	2	23	1	
XI. Through reading the following books																				
1. The Man Without a Country (Hale)	125	1	1	19	5	7	4	3	12	1	8	12	3	10	19	6	4	7	1	
2. Theodore Roosevelt (life and works)	55	—	5	11	6	1	4	5	4	3	—	3	1	3	—	4	—	5	0	
3. Making on America (Riis)	106	1	—	25	3	0	1	7	11	9	3	—	3	3	14	13	2	9	1	
4. Democracy Today (Gauss)	98	—	1	27	5	14	3	—	11	—	—	—	1	—	24	2	1	9	0	
5. The Promised Land (Antin)	73	1	—	14	2	1	4	10	8	2	3	5	1	7	10	—	—	2	3	
6. Up from Slavery (Washington)	38	—	14	2	1	2	1	1	—	2	1	—	2	1	4	—	2	3	0	
7. How the Other Half Lives (Riis)	33	0	1	8	3	2	1	1	—	7	3	1	—	1	—	1	1	5	—	
8. The Real Business of Living (Tufts)	35	1	—	14	—	—	1	8	—	2	—	—	1	—	—	—	2	17	2	
9. Biography of Great Men (various authors)	97	4	1	—	—	1	8	5	7	8	6	5	6	5	—	20	—	—	14	
10. American Statesmen Series (various authors)	65	3	2	—	—	6	2	8	—	—	4	—	4	3	18	—	—	14	1	
11. Forum of Democracy (Watkins and Williams)	38	—	2	—	—	5	1	2	6	—	1	—	3	1	10	—	—	3	1	
12. Autobiography (Franklin)	22	1	—	—	—	1	—	4	—	—	1	—	1	—	10	—	—	3	0	
13. My Country (Turkington)	31	—	—	—	—	4	—	—	3	—	—	6	2	8	4	—	—	2	0	
14. American Ideals (Beard)	23	—	—	—	—	4	—	—	2	—	—	1	2	—	1	3	—	1	8	
15. World War Aims and Ideals (various authors)	50	—	3	—	8	10	—	2	6	—	—	7	4	—	2	4	3	3	3	
XII. Through reading the following magazines																				
1. Literary Digest	841	10	17	148	40	58	35	62	61	37	25	57	20	45	105	25	17	72	7	
2. Independent	542	4	12	80	30	44	27	43	44	25	16	34	9	32	67	12	16	42	5	
3. Outlook	472	6	11	80	28	33	17	48	38	17	14	20	10	30	55	12	6	42	5	
4. World's Work	314	8	50	14	25	11	27	33	11	15	11	14	16	26	12	7	35	4		
5. Review of Reviews	312	6	5	44	21	32	13	31	20	6	10	22	7	15	33	12	9	23	3	
6. Current Events	164	0	4	17	10	13	1	13	18	3	7	19	1	7	23	6	2	18	0	
7. American	136	3	0	14	9	7	8	13	8	8	4	9	4	3	28	4	2	12	0	
8. Popular Mechanics	51	0	1	12	0	4	0	4	1	2	3	1	0	5	10	1	2	5	1	
9. American Boy	52	1	0	12	2	3	2	1	4	4	4	2	5	2	0	8	0	6	0	
10. Atlantic Monthly	57	1	1	22	0	3	4	2	5	5	0	2	2	3	0	8	3	0	1	
11. Current Opinion	74	3	2	0	5	3	3	7	3	6	2	2	2	3	15	0	2	10	1	
12. New Republic	33	1	0	0	1	3	4	2	4	2	0	3	1	0	7	1	0	3	1	
13. Pathfinder	62	1	0	0	5	3	3	1	2	4	2	0	3	10	2	14	0	3	1	
14. National Geographic Magazine	60	0	1	0	2	3	3	7	4	5	3	11	5	0	8	0	0	8	0	
15. Saturday Evening Post	43	2	1	0	3	5	3	2	1	6	3	2	2	6	0	0	2	1	1	
16. Current History	39	2	0	0	7	0	4	4	5	2	2	0	3	0	0	2	0	1	8	
C. Giving practice in citizenship through connection with																				
I. Junior Red Cross Societies																				
1. Schools having	880	9	19	134	41	60	34	76	72	1	50	26	65	21	55	87	21	4	81	7
2. Schools not having	172	4	3	33	18	14	6	13	2	16	1	35	1	1	33	4	1	5	3	



1. Schools having .....	5	5	5	5	5	5	5
2. Schools not having .....	5	6	5	6	5	6	5
IX. Mock Elections							
1. Schools having .....	7	4	7	4	7	4	7
2. Schools not having .....	7	4	7	4	7	4	7
X. Student Self-government Agencies							
1. Schools having .....	51	57	36	78	49	19	41
2. Schools not having .....	35	18	4	12	17	1	7
3. Schools publicly advertising the fact .....	54	12	20	11	29	17	24
4. Schools not publicly advertising the fact .....	62	35	49	20	51	40	25
5. Schools having formal machinery for .....	25	24	11	14	30	37	16
6. Schools having teachers exert much control .....	13	10	14	13	23	13	7
7. Schools having teachers exert little control .....	42	45	10	14	13	18	25
XI. Schools inculcating patriotism through							
1. Patriotic celebrations .....	96	1	1	5	13	1	7
2. Talks and lectures .....	189	5	3	39	15	12	6
3. Self-government agencies .....	223	6	4	17	6	26	7
4. Student co-operative associations .....	169	4	0	10	13	9	10
5. Participation in school organizations .....	381	6	0	83	27	0	18
6. Athletics .....	123	2	3	16	0	4	4
7. Regular class work .....	353	3	3	48	18	34	26
8. School discipline .....	127	1	7	—	17	—	—
XII. Community Center							
1. Schools having .....	373	9	8	59	17	18	19
2. Schools not having .....	398	6	6	52	20	29	13
D. Expressions of personal views							
1. Authorities favoring a school pledge .....	428	5	6	56	23	21	17
2. Authorities not favoring a school pledge .....	415	8	12	79	27	25	17
3. Authorities favoring a Junior Civic League .....	672	9	12	94	38	37	27
4. Authorities not favoring a Junior Civic League .....	183	3	6	39	11	12	5
5. Authorities favoring a local branch of society of Universal Service for Social Improvement .....	432	5	9	61	28	19	14
6. Authorities not favoring such branch .....	207	7	5	33	10	18	9
7. Authorities believing training for citizenship can best be secured through							
a) Good teaching in all branches .....	3	60	20	17	20	10	17
b) Courses in the social sciences and literature .....	6	30	9	11	15	9	4
c) Stressing ideals of conduct by teachers .....	17	7	54	19	40	16	22
d) Personal example of teachers .....	8	8	28	22	16	27	20
e) Placing responsibilities for pupils personally .....	6	5	32	10	18	13	27
f) Student organizations .....	5	4	53	16	11	16	25
g) Providing out-of-school services to society .....	2	1	12	7	3	5	9
h) School discipline .....	5	4	10	16	5	12	3

## II. STANDARDS

### A. Buildings

Standard 1. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

All schools whose buildings are inexcusably inadequate and lacking in modern equipment may expect to have North Central Association accrediting privileges withheld from them.

Standard 2. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught.

### B. Organization and Administration

Standard 3. A—No school shall be accredited which does not require fifteen units for graduation.

A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty-minute-hours of class room work, two hours of shop or laboratory work being equivalent to one hour of prepared class room work.

More than twenty periods per week of academic subjects, or twenty-five periods including vocational subjects, exclusive of choral music and physical training, should be discouraged except in the cases of pupils having more than average ability.

B—The school year shall consist of a minimum of thirty-six weeks.

Standard 4. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

Standard 5. No school shall hereafter be accredited whose salary schedule is not sufficient to command and retain teachers whose qualifications are such as required by this Association. The interpretation of this requirement shall be a matter of special responsibility for the State Committee.

### C. Preparation of Teachers

Standard 6. All teachers teaching one or more academic subjects must satisfy the following requirements:

A. The minimum attainment of teachers of any academic subject shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools requiring the completion of a four year course of study or 120 semester hours in advance of a standard four year high school course. Such requirements shall not be construed as retroactive.

B. The minimum professional training of teachers of any academic subject shall be at least eleven semester hours in education. This should include special study of the subject matter and pedagogy of the subject to be taught. Such requirements shall not be construed as retroactive. (For the succeeding year the Board will interpret courses in education as the same courses are interpreted by the colleges or universities offering them.)

The Association advises that the following types of courses should be offered as meeting the spirit of this standard: Educational psychology, principles of secondary education, theory of teaching, special methods in subjects taught, observation and practice teaching, history of education and educational sociology.

C. Standards 6A and 6B shall apply equally to all supervisors of teachers of academic subjects. (This standard is to become fully effective on and after the year beginning September, 1921.)

#### D. The Teaching Load

Standard 7. A—The number of daily periods of class room instruction given by any teacher should not exceed five. The Commission will reject all schools having more than six recitation periods per day for any teacher.

B—The minimum length of a recitation period shall be forty minutes exclusive of all time used in the changing of classes or teachers.

For interpreting this standard in connection with laboratory work in science, and in connection with study room supervision, a double period may be counted as the equivalent of one class room exercise for teachers of academic subjects, provided that no combination of such work amounting to more than thirty-five periods a week be required of any teacher.

For schools having some definite plan of supervised study, not more than five classes per day should be assigned to any teacher, with the advice that the maximum be four.

Standard 8. No school whose records show an excessive number of pupils per teacher, based on average attendance, shall be accredited. The Association recommends twenty-five for a maximum. In general, no teachers of academic subjects should be assigned more than 150 student hours of class room instruction per day, organized in not to exceed six classes per day.

#### E. Program of Studies

Standard 9. The Association recommends that every accredited school offer units of work in mathematics, social sciences, languages (including English), natural sciences, the fine arts, and physical training. It further recommends the introduction of vocational subjects such as agriculture, manual training, household economics, and commercial subjects into schools where local conditions render such introduction feasible. The Association will hold that a sufficient number of qualified teachers must be provided to care adequately for all instruction offered. Not less than the equivalent of the full teaching time of three teachers may be given to academic subjects.

**DIVISION F**  
**LIST OF SCHOOLS ACCREDITED, 1920**  
**ARIZONA**

Name of Town and School	Type of School (3, 4, 5 or 6 Years)	Officer in Charge (Superintendent or Principal)	No. of Teachers	Enrollment	Date Accredited
Bisbee	3	E. O. Snider	16	191	1917
Douglas	4	H. Steele	14	306	1919
Glendale	4	D. McRuer	9	215	1920
Globe	5	F. E. Webb	21	330	1916
Mesa	4	H. E. Matthews	14	310	1918
Miami	4	V. R. Stoner	16	131	1919
Nogales	6	G. H. Madden	9	150	1920
Phoenix	4	D. F. Jantzen	40	1200	1917
Prescott	4	Alice D. Adams	8	140	1917
Safford	4	D. M. Hibner	6	106	1920
Tempe	4	R. J. Shirley	6	129	1919
Thatcher:					
Gila Academy	4	A. C. Petersen	8	208	1917
Tucson	4	M. N. Porter	18	474	1917
Winslow	4	C. C. Grover	7	104	1917
Total, 14.					

**COLORADO**

Name of Town and School	Type of School	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Alamosa	4	E. J. Saunders	6	87	1920
Aspen	4	J. R. Gray	6	88	1914
Boulder:					
State Prep.	4	R. J. Bretnall	28	683	1908
Brighton	4	A. C. Johnson	9	148	1920
Brush	4	H. G. Melson	7	110	1920
Canon City:					
Canon City	4	O. B. Drake	14	294	1904
South Canon	4	G. A. Cleland	3	82	1909
Colorado Springs	4	R. Hill	42	1212	1908
Cripple Creek	4	W. M. Shafer	6	121	1907
Delta	4	L. L. Beohm	9	230	1909
Denver:					
East Side	4	H. M. Barrett	50	1327	1908
Manual Training	4	C. A. Bradley	42	1096	1908
North Side	4	E. L. Brown	66	1506	1907
South Side	4	J. J. Cory	23	514	1908
West Side	4	H. V. Kepner	...	...	1907
Durango	4	E. E. Smiley	13	288	1905
Eaton	4	H. E. Black	9	101	1914
Fort Collins	4	Grant Gordon	18	383	1908
Fort Morgan	4	W. A. Franks	11	266	1909
Fruita:					
Union	4	Homer E. Dodds	6	128	1912
Glenwood Springs:					
Garfield County	4	C. A. Montandon	6	125	1912
Golden	4	W. H. Simons	5	115	1905
Grand Junction	4	R. E. Tope	16	416	1905
Greeley	4	W. S. Roe	22	471	1904
Gunnison:					
Gunnison County	4	S. Quigley	8	142	1915
La Junta	4	R. M. Tirey	10	212	1908
Las Animas:					
Bent County	4	Edwin A. Schreck	10	160	1911
Leadville	4	Nellie A. Stevens	11	133	1904
Longmont	4	C. C. Casey	13	234	1907
Loveland	4	C. B. Raybourne	9	288	1906
Monte Vista	4	C. S. Fox	9	133	1908

Name of Town and School	Type of School	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Montrose:					
Montrose County	4	L. D. Hightower	12	241	1915
Pueblo:					
Centennial	4	C. K. Fletcher	24	599	1908
Central	4	D. K. Dunton	41	1466	1908
Rocky Ford	4	James H. Wilson	8	181	1909
Salida	4	E. Kesner	7	70	1908
Telluride	4	W. E. Baker	18	455	1914
Trinidad	4	H. M. Corning	5	84	1904
Victor	4	W. M. Shafer	..	....	1908
Total, 39.					

## ILLINOIS

Alton:					
Theodore Roosevelt	4	B. C. Richardson	26	545	1906
Western Military Acad.	6	R. L. Jackson	13	261	1908
Arcola Tp.	4	S. R. Allen	10	164	1920
Auburn Tp.	4	Lee R. Carlson	8	121	1919
Aurora:					
East	4	C. M. Bardwell	25	572	1905
West	4	A. A. Rea	18	375	1905
Jennings Seminary	4	Bertha Barber	5	97	1911
Batavia	4	Edith P. Sheperd	8	202	1914
Beardstown	4	H. G. Russell	13	306	1913
Belleville Tp.	4	H. Galen Schmidt	27	445	1914
Belvidere	4	Lulu B. Beckington	17	344	1914
Bement Com.	4	Otto Weedman	7	122	1920
Benton Tp.	4	W. E. Andrews	14	293	1917
Bethany Tp.	4	Geo. White	6	85	1919
Bloomington	4	W. A. Goodier	32	786	1905
Blue Island	4	J. E. Lemon	15	270	1917
Bridgeport Tp.	4	Byron R. Lewis	12	213	1912
Bushnell	4	T. W. Everitt	5	136	1919
Cairo	4	Geo. A. Peterson	12	281	1909
Canton	4	W. W. Wirtz	19	586	1919
Carthage:					
High School	4	J. A. Johnston	9	161	1918
College Academy	4	H. D. Hoover	5	81	1908
Casey Tp.	4	L. W. Ragland	11	192	1919
Centralia Tp.	4	L. W. Hanna	21	374	1910
Champaign	4	L. Switzer	32	774	1906
Charleston:					
High School	4	Emily R. Orcutt	11	279	1912
E. I. S. N. H. S.	6	L. C. Lord	17	148	1920
Chicago:					
Austin	4	Geo. H. Rockwood	71	2264	1908
Bowen	4	F. W. Stahl	44	1268	1905
Calumet	4	Grant Beebe	21	404	1905
Crane Tech.	4	Wm. J. Bartholf	105	1847	1905
Englewood	4	J. E. Armstrong	71	2206	1905
Fenger	4	T. C. Hill	27	683	1905
Flower Tech.	4	Dora Wells	18	492	1915
Harrison Tech.	4	Frank L. Morse	89	2582	1913
Hyde Park	4	H. B. Loomis	90	2910	1905
Lake View	4	B. Frank Brown	78	2474	1905
Lane Tech.	4	William J. Bogan	101	3260	1911
McKinley	4	Geo. M. Clayberg	34	894	1905
Marshall	4	Louis J. Block	59	1696	1905
Medill	4	A. S. Hall	33	964	1905
Morgan Park	4	Wm. Schoch	19	428	1908
Parker	4	C. W. French	48	1329	1915
Phillips	4	C. H. Perrine	41	1004	1905
Schurz	4	W. F. Slocum	87	2711	1912

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Senn	4	B. F. Buck	91	2599	1914
Tilden Tech.	4	E. C. Rosseter	31	728	1908
Tuley	4	Franklin P. Fisk	43	1348	1905
Waller	4	John E. Adams	32	958	1905
Chicago Latin	4	R. P. Bates	14	174	1911
Faulkner	4	Elizabeth Faulkner	8	71	1919
Harvard School	4	J. J. Schobinger	8	65	1911
Kenwood-Loring	4	Medora H. Googins	6	55	1918
Loyola Academy	4	J. J. O'Callaghan	16	375	1913
Morgan Park Mil. Acad.	4	Harry D. Abells	9	134	1911
North Park Col. Acad.	4	David Nyvall	8	83	1917
Francis W. Parker	4	Flora J. Cooke	7	146	1913
St. Cyril Academy	4	Hilary S. Doswald	9	185	1920
St. Stanislaus Coll. Acad.	4	T. S. Ligman	7	114	1919
Starret School for Girls	4	Gerard T. Smith	9	73	1916
University H. S.	4	Morton Snyder	31	445	1911
University Sch. for Girls	6	Anna R. Haire	11	97	1919
Chicago Height:					
Bloom Tp.	4	E. L. Boyer	20	379	1907
Chrisman Tp.	4	L. Kimmel	7	109	1916
Cicero: J. Sterling					
Morton Tp.	4	H. V. Church	39	685	1905
Clinton	4	H. H. Edmunds	13	339	1911
Collinsville Tp.	4	A. E. Arendt	9	248	1912
Crystal Lake	4	H. A. Dean	6	136	1916
Danville	4	W. C. Baer	27	755	1906
Decatur	4	Thomas M. Deam	52	1251	1905
DeKalb Tp.	4	C. W. Whitten	21	378	1905
Des Plaines:					
Maine Tp.	4	C. M. Himel	14	256	1908
Dixon	4	John C. Reeder	13	306	1905
Downers Grove	4	G. C. Butler	8	195	1918
Dundee	4	Osher Schlaifer	11	182	1909
DuQuoin Tp.	4	J. G. Stull	9	206	1908
Dwight Tp.	4	C. A. Brothers	7	145	1916
East Moline:					
United Tp.	4	John W. Casto	7	137	1919
East St. Louis	4	H. J. Alvis	42	876	1911
Edwardsville	4	R. C. Sayre	11	238	1913
Elgin:					
High School	4	W. L. Goble	40	897	1905
Elgin Academy	4	DeForrest Walton	..	34	1906
Elmhurst:					
Elmhurst Academy	4	Paul N. Crusius	5	91	1910
E1 Paso Tp.	4	Carl B. Moore	9	144	1919
Eureka Tp.	4	Chas. W. Knudsen	6	130	1916
Evanston Tp.	4	Wilfred F. Beardsley	65	1224	1905
Fairbury Tp.	4	E. W. Powers	8	135	1916
Farmer City:					
Moore Tp.	4	George E. Anspaugh	6	132	1905
Flora:					
Harter-Stanford Tp.	4	Flemin W. Cox	10	226	1914
Freeport	4	L. A. Fulwider	25	591	1906
Fulton	4	H. V. Baldwin	4	94	1919
Galena	4	Katharine H. Obye	9	199	1918
Galesburg	4	Geo. L. Harris	39	891	1910
Galva	4	F. U. White	6	167	1920
Geneseo Tp.	4	James D. Darnall	13	236	1910
Geneva	4	H. M. Coultrap	6	134	1914
Georgetown Tp.	4	O. P. Rees	8	115	1918
Gibson City:					
Drummer Tp.	4	John R. Cranor	10	216	1914

Name of Town and School	Type of School (3, 4, 5 or 6 Years)	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Godfrey:					
Monticello Seminary	4	Harriet Rice Congdon	..	78	1911
Harrisburg Tp.	4	Harry Taylor	13	342	1908
Harvard	4	Charles O. Haskell	9	220	1918
Harvey:					
Thornton Tp.	4	William E. McVey	25	419	1905
Herrin Tp.	4	M. L. Beanblossom	11	272	1917
Highland Park:					
Deerfield-Shields Tp.	4	R. L. Sandwick	25	498	1906
Hinsdale Tp.	4	H. D. Hughes	10	191	1908
Hoopeston	4	Byron Frame	13	234	1908
Jacksonville:					
High School	4	H. A. Perrin	18	470	1909
Routt College	4	Francis F. Formaz	7	90	1919
Whipple Academy	4	C. H. Rammelkamp	..	18	1912
Jerseyville:					
Jersey Tp.	4	D. R. Henry	14	221	1919
Joliet Tp.	4	L. W. Smith	58	1231	1905
Kankakee	4	J. E. Witmer	17	455	1906
Kenilworth:					
New Trier Tp.	4	Eston V. Tubbs	43	811	1906
Kewanee	4	Charles Bruner	18	389	1906
Knoxville	4	G. G. Lafferty	6	130	1918
La Grange:					
Lyons Tp.	4	G. H. Wilkinson	28	611	1905
Lake Forest:					
Ferry Hall	4	Eloise R. Tremain	..	105	1909
Lake Forest Academy	4	Jno. W. Richards	12	128	1908
LaSalle:					
LaSalle-Peru Tp.	4	T. J. McCormack	19	432	1905
Lawrenceville Tp.	4	R. R. Denison	15	273	1914
Lewistown	4	M. S. Hamm	7	174	1916
Lexington	4	V. T. Smith	4	92	1916
Libertyville Tp.	4	Lloyd C. Ray	10	171	1920
Lincoln	4	D. F. Nickols	13	313	1911
Lockport Tp.	4	F. L. Black	10	168	1911
Lovington Tp.	4	Perry W. McAllister	8	93	1918
Macomb:					
High School	4	I. M. Wrigley	9	231	1910
W. I. S. N. H. S.	4	W. P. Morgan	12	266	1920
Marion Tp.	4	Arno Bratten	16	420	1919
Marshall Tp.	4	E. J. Evans	8	210	1909
Mattoon	4	H. B. Black	11	364	1908
Maywood:					
Proviso Tp.	4	J. L. Thalman	34	662	1908
Mendota Tp.	4	K. M. Snapp	12	234	1918
Milford Tp.	4	H. E. Knarr	6	90	1919
Moline	4	E. P. Nutting	33	854	1905
Monmouth	4	K. C. Merrick	26	529	1918
Monticello Com.	4	Dora M. Nebel	8	125	1919
Morris	4	L. E. Peddicord	9	222	1911
Morrison	4	W. E. Weaver	7	170	1914
Mt. Carmel	4	L. O. Bright	14	334	1918
Mt. Carroll:					
Frances Shimer	4	Wm. P. McKee	7	87	1909
Mt. Pulaski Tp.	4	L. F. Fulwiler	6	99	1919
Mt. Vernon Tp.	4	Silas Echols	12	304	1909
Muncie:					
Oakwood Tp.	4	Geo. B. Weisiger	6	92	1919
Murphysboro Tp.	4	M. N. Todd	16	316	1911

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Naperville:					
High School	4	V. B. Graham	10	190	1915
Acad. of N. W. Col.	4	C. J. Attig	4	59	1912
Normal:					
High School	4	C. F. Miller	8	191	1906
University H. S.	4	R. W. Pringle	7	241	1915
Oakland Tp.	4	J. T. Dorris	6	104	1918
Oak Park: Oak Park and River Forest Tp.	4	M. R. McDaniel	66	1601	1905
Olney Tp.	4	H. W. Hostettler	11	254	1917
Onargo Tp.	4	L. W. Haviland	8	128	1918
Ottawa Tp.	4	Chas. H. Kingman	22	424	1905
Palestine Tp.	4	D. B. Fager	8	175	1917
Pana Tp.	4	L. W. Chatham	12	299	1916
Paris	4	Carolyn L. Wenz	16	459	1911
Pawnee Tp.	4	Walter C. Suft	6	79	1920
Paxton	4	O. J. Bainum	8	175	1911
Pekin Com.	4	R. Y. Allison	13	314	1911
Peoria:					
Peoria	4	W. T. Van Buskirk	45	1048	1905
Manual Training	4	W. N. Brown	31	627	1913
Bradley Institute Acad.	4	T. C. Burgess	7	115	1908
Pinckneyville Com.	4	B. Q. Hoskinson	7	151	1919
Polo	4	Nelle Clark	7	193	1907
Pontiac Tp.	4	G. J. Koons	15	368	1905
Princeton Tp.	4	W. R. Spurrier	14	391	1905
Quincy:					
Quincy Senior	3	J. F. Wellemeyer	24	459	1906
Quincy Col. Academy	4	Rev. G. Lucan	15	171	1920
Riverside:					
Riverside-Brookfield Tp.	4	W. P. Wyatt	11	183	1917
Robinson Tp.	4	P. M. Watson	13	318	1911
Rockford	4	C. P. Briggs	75	1779	1905
Rock Island:					
High School	4	Arnold Lau	31	815	1905
Augustana Academy	4	G. A. Andreen	4	82	1911
Villa de Chantal	4	Sister Frances Borgia	11	60	1919
Rushville	4	Oren A. Barr	9	229	1919
St. Charles	4	G. E. Thompson	7	129	1910
Savanna Tp.	4	C. D. Donaldson	12	252	1906
Shelbyville	4	William Harris	7	198	1913
Sidell Tp.	4	M. L. McManus	6	82	1916
Sparta Tp.	4	E. O. Bottenfield	16	315	1919
Springfield	4	P. S. Kingsbury	61	1452	1915
Spring Valley:					
Hall Tp.	4	Will C. Robb	13	200	1916
Sterling Tp.	4	E. T. Austin	13	290	1905
Streator Tp.	4	W. D. Waldrip	22	454	1906
Sullivan Tp.	4	T. H. Finley	11	223	1917
Sycamore:					
Community H. S.	4	O. E. Peterson	8	217	1911
St. Alban's Sch.	4	L. B. Hastings	7	74	1920
Taylorville Tp.	4	R. G. Beals	16	348	1909
Tuscola	4	E. O. May	9	154	1908
Urbana	4	M. L. Flaningam	26	580	1909
Venice	4	S. J. McComis	5	45	1919
Virginia	4	F. G. Edwards	4	100	1919
Washington	4	H. B. Urban	5	90	1919
Watseka	4	H. G. Burns	9	220	1915
Waukegan	4	I. L. Rogers	23	616	1906
Waverly Tp.	4	J. R. Colbert	10	174	1919
Wellington Tp.	4	Ottis Hoskinson	5	44	1919

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
West Chicago	4	H. H. Kirkpatrick	5	92	1910
Westville Tp.	4	D. A. Magruder	8	96	1919
Wheaton:					
High School	4	J. B. Russell	10	332	1908
Wheaton Academy	4	Wm. F. Rice	5	95	1911
Woodstock	4	R. W. Bardwell	8	212	1910
Total, 203.					
<b>INDIANA</b>					
Alexandria	4	F. W. Stoler	5	152	1908
Anderson	4	W. A. Denny	30	753	1908
Attica	5	W. F. Mullinix	6	143	1908
Bedford	4	M. J. Abbott	14	389	1908
Bloomington	4	H. C. Wysong	21	542	1910
Bluffton	4	P. A. Allen	10	294	1916
Brazil	3	C. P. Keller	18	472	1910
Bremen	4	O. M. Craig	6	120	1915
Clinton	4	G. W. McReynolds	11	287	1915
Collegeville:					
St. Joseph's Col. Acad.	4	I. A. Wagner	15	253	1917
Columbia City	4	C. E. Spaulding	10	220	1916
Columbus	4	S. Wertz	21	460	1915
Connersville:		Isabel Cressler			
Elmhurst School	4	Caroline Sumner	7	25	1914
High School	4	E. L. Rickert	16	377	1908
Crawfordsville	4	D. H. Eikenberry	23	466	1908
Culver:					
Culver Military Acad.	4	F. L. Hunt	31	675	1912
Decatur	4	M. F. Worthman	9	214	1910
Delphi	4	I. W. Cripe	9	235	1916
East Chicago	6	E. N. Canine	20	385	1910
Elkhart	4	B. W. Kelly	30	684	1906
Elwood	4	A. W. Konold	16	351	1919
Evansville	4	J. O. Chewning	42	1138	1917
Fort Wayne	4	L. C. Ward	59	1152	1906
Frankfort	4	Katherine Howard	18	444	1909
Franklin	4	J. C. Webb	12	261	1908
Gary:					
Emerson	4	A. E. Spaulding	18	463	1908
Froebel	4	C. S. Coons	6	163	1915
Goshen	4	W. H. Wheeler	18	357	1907
Greencastle	4	E. C. Dodson	11	287	1919
Hammond	4	A. L. Spohn	21	701	1908
Hartford City	3	A. L. Frantz	12	325	1918
Howe:					
Howe School	4	J. H. McKenzie	11	165	1907
Huntington	4	C. E. Byers	18	397	1909
Indianapolis:					
Manual Training	4	E. H. K. McComb	79	1447	1908
Shortridge	4	George Buck	70	1836	1907
Arsenal Technical	4	M. H. Stuart	107	2822	1916
Kendallville	4	P. C. Emmons	10	206	1913
Kokomo	4	C. E. Hinshaw	24	671	1908
Lafayette	4	J. H. Shock	26	557	1908
La Grange	4	O. A. Fleming	4	99	1910
La Porte	4	A. L. Trester	14	331	1906
Lawrenceburg	4	Jesse Riddle	..	..	1910
Lebanon	4	Grace Norwood	15	357	1918
Ligonier	4	M. O. Renkenberger	7	101	1915
Logansport	4	J. J. Mitchell	21	561	1908
Madison	4	E. O. Muncie	10	210	1913
Marion	4	W. A. Stockinger	28	674	1916

Name of Town and School	Type of School (3, 4, 5 or 6 Years)	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Martinsville	4	Willis Holiman	10	276	1917
Michigan City	4	M. C. Murray	15	325	1907
Mishawaka	4	C. A. Semler	12	318	1909
Monticello	4	H. E. Elder	8	188	1915
Mount Vernon	3½	W. S. Painter	10	195	1909
Muncie	5	J. L. Ward	52	610	1908
New Albany	4	C. B. McLinn	18	454	1915
New Castle	4	E. J. Llewelyn	16	417	1909
Noblesville	4	A. E. Harbin	12	247	1909
North Manchester	4	Howard Williams	6	137	1911
Notre Dame: Prep. School	4	Joseph Burke	20	433	1919
Oxford:					
Oak Grove Tp.	4	C. W. Odell	5	69	1919
Pendleton	6	C. C. Carson	8	118	1917
Peru	4	J. W. Kendall	16	365	1908
Plymouth	4	D. R. Davis	9	192	1913
Portland	4	Grant Derbyshire	11	262	1920
Princeton	4	J. B. Fagan	10	255	1913
Rensselaer	4	C. R. Dean	10	237	1908
Richmond	4	W. G. Bate	34	878	1906
Rochester	4	A. L. Whitmer	12	271	1908
Rockport	4	J. H. Diehl	8	138	1915
Rushville	4	J. H. Scholl	9	180	1909
Saint Mary-of-the-Woods: Academy	4	Sister Cyrilla	14	170	1920
Salem:					
Washington Tp.	4	H. E. McKusic	9	235	1917
Seymour	4	Kate Andrews	12	288	1917
Shelbyville	3	M. D. Foland	16	343	1908
South Bend	4	J. S. McCowan	52	1195	1906
Sullivan	4	A. W. Youngblood	10	304	1910
Terre Haute:					
Garfield	4	T. W. Records	35	683	1913
Normal Training	4	Elizabeth Crawford	6	122	1914
Wiley	4	O. E. Connor	36	841	1908
Union City	4	Roy Wisehart	8	143	1919
Valparaiso	4	C. W. Boucher	10	271	1908
Vincennes	3	J. W. Foreman	20	438	1915
Wabash	4	M. C. Darnall	11	263	1909
Warsaw	4	J. M. Leffell	10	292	1918
Washington	4	A. O. Fulkerson	11	296	1909
West Lafayette	6	F. A. Burtsfield	9	184	1914
Whiting	4	L. C. Grubb	14	200	1910
Winchester	4	O. R. Baker	9	134	1915
Total, 87.					

### IOWA

Albia	4	.....	12	337	1914
Algona	4	.....	13	285	1906
Ames	4	.....	19	414	1914
Alta	4	.....	7	109	1920
Anamosa	4	.....	8	170	1917
Audubon	4	.....	9	214	1910
Bedford	4	.....	6	184	1915
Belle Plaine	4	.....	7	180	1914
Boone	4	.....	24	553	1910
Burlington	4	.....	35	651	1908
Carroll	4	.....	13	135	1908
Cedar Falls: High School	4	.....	12	260	1909
I. S. T. C. High School	4	.....	8	133	1913

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Cedar Rapids	4	.....	43	1061	1905
Centerville	4	.....	15	353	1906
Charles City	4	.....	14	363	1908
Cherokee	4	.....	15	321	1908
Clarinda	4	.....	13	323	1909
Clarion	4	.....	9	180	1917
Colfax	4	.....	10	184	1916
Clinton	4	.....	25	561	1920
Corning	4	.....	12	241	1912
Corydon	4	.....	9	228	1908
Council Bluffs	4	.....	35	938	1907
Cresco	4	.....	10	233	1907
Creston	4	.....	14½	336	1908
Davenport	3	.....	38	876	1908
Decorah	4	.....	9	216	1907
Denison	3	.....	9	196	1910
Des Moines:					
East	4	.....	67	1504	1905
North	4	.....	46	1059	1905
West	4	.....	70	1525	1905
Dubuque:					
High School	4	.....	26	520	1906
Mount St. Joseph	4	.....	4	104	1918
Eagle Grove	4	.....	11	235	1906
Eldora	3	.....	8	172	1917
Elkader	4	.....	7	130	1912
Emmetsburg	3	.....	11	170	1915
Fairfield	4	.....	17	373	1912
Fort Dodge	4	.....	26	567	1908
Fort Madison	4	.....	10	195	1912
Grinnell	4	.....	20	405	1904
Hampton	6	.....	13	238	1917
Harlan	4	.....	12	220	1919
Independence	4	.....	12	263	1910
Indianola	4	.....	18	398	1910
Iowa City	4	.....	29	531	1905
Iowa Falls	4	.....	11	259	1913
Keokuk	4	.....	14	430	1905
Knoxville	4	.....	11	210	1919
Lamoni:					
Graceland Academy	4	.....	5	80	1920
Le Mars	4	.....	9	167	1914
Logan	4	.....	7	187	1914
Lyons	4	.....	9	167	1916
Manchester	4	.....	10	245	1907
Maquoketa	5	.....	10	221	1906
Marengo	4	.....	7	156	1908
Marion	4	.....	10	207	1917
Marshalltown	5	.....	30	651	1908
Mason City	4	.....	36	710	1910
Missouri Valley	4	.....	9	221	1908
Monticello	4	.....	7	150	1915
Mt. Pleasant	4	.....	13	282	1913
Muscatine	4	.....	..	...	1909
New Hampton	4	.....	8	214	1919
Newton	6	.....	18	373	1908
Onawa	4	.....	6	143	1908
Oskaloosa:					
High School	4	.....	22	481	1908
Penn College Academy	4	.....	5	102	1914
Ottumwa	4	.....	30	704	1908
Osage	4	.....	..	....	1909

Name of Town and School	Type of H. S.	Officer in Charge	No. of Teachers	Enroll- ment	Date Accredited
Red Oak	4	.....	15	385	1918
Rock Rapids	4	.....	6	127	1918
Sheldon	4	.....	12	188	1913
Shenandoah	3	.....	15	318	1919
Sibley	4	.....	6	104	1914
Sioux City	4	.....	79	1323	1908
Spencer	4	.....	11	282	1909
Spirit Lake	4	.....	8	163	1915
Storm Lake	4	.....	9	190	1915
Stuart	3	.....	6	147	1920
Tama	4	.....	6	132	1919
Toledo	4	.....	8	139	1919
Villisca	4	.....	10	221	1916
Vinton	4	.....	9	221	1914
Washington	4	.....	18	365	1916
Waterloo:					
East	3	.....	13	354	1912
West	4	.....	21	464	1908
Webster City	4	.....	13	328	1913
West Liberty	4	.....	9	172	1907
Total, 90.					

### KANSAS

Abilene	4	C. W. Wheeler	18	397	1910
Alma	4	W. A. Raymond	6	84	1913
Arkansas City	3	J. F. Gilliland	14	343	1909
Ashland	4	Carl H. Skinner	7	114	1920
Atchison	4	F. E. Long	15	414	1913
Augusta	4	G. H. Marshall	10	200	1920
Bucklin	4	N. B. Mahuron	6	125	1920
Burlington	4	W. S. Rupe	11	301	1912
Chanute	3	J. F. Hughes	10	240	1911
Chapman:					
Dickinson County	4	O. O. Smith	12	187	1913
Cherryvale	4	N. A. Baker	9	256	1912
Clay Center:					
Clay County	4	W. S. Robb	13	338	1911
Colby:					
Thomas County	4	L. A. Winsor	8	119	1917
Concordia	4	J. E. Edgerton	13	299	1910
Dodge City	4	A. L. Stickel	14	281	1912
Effingham:					
Atchison County	4	J. A. Devlin	9	162	1911
EI Dorado	4	C. F. Smith	16	383	1911
Ellsworth	4	Sadie Van Aken	7	180	1915
Emporia:					
High	4	Rice E. Brown	24	603	1908
Normal	3	Maude E. Minrow	4	149	1916
Eureka	4	A. M. Herron	10	235	1917
Fort Scott	4	R. H. Hughes	25	496	1906
Garden City	3	E. F. Monroe	12	133	1913
Garnett	4	C. H. Oman	8	174	1911
Girard	4	E. J. Knight	8	188	1919
Goodland:					
Sherman County	4	Louis Ringwalt	6	141	1920
Great Bend	4	H. H. VanFleet	11	280	1912
Hays	4	A. G. Marple	7	134	1918
Hiawatha	4	Albert S. Bigelow	10	241	1909
Hoisington	6	H. L. Stevens	8	225	1916
Holton	3	C. A. McCollough	8	137	1914
Horton	6	F. M. Thompson	10	206	1918
Humboldt	4	C. M. Hilleary	7	168	1914

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Hutchinson	3	Geo. F. Brooks	27	690	1906
Independence:					
Montgomery County	4	S. M. Nees	18	437	1911
Iola	4	Wm. P. Harriss	16	457	1908
Junction City	4	H. E. Chandler	10	207	1906
Kansas City:					
Argentine	4	F. L. Schlagle	9	217	1915
Central	4	Clarence T. Rice	47	1360	1906
Sumner	4	J. A. Hodge	13	305	1913
Kingman	4	A. F. Olney	13	258	1911
Kinsley	4	Miriam Smyth	7	144	1913
Lawrence:					
High	4	F. H. Olney	28	683	1906
Oread Training	4	H. W. Nutt	4	90	1920
Leavenworth	4	O. B. Seyster	20	502	1906
Lindsborg	4	Elmer Ahlstedt	6	129	1919
Manhattan	4	F. E. Alder	18	518	1915
Mankato	4	O. N. Berry	8	178	1916
Marion	4	W. J. Poundstone	7	176	1913
Marysville	4	C. O. Smith	14	161	1912
McPherson:					
High	4	R. W. Potwin	12	242	1911
McPherson Col. Acad.	4	J. A. Blair	8	212	1920
Minneapolis	6	O. R. Farris	9	185	1912
Neodesha	6	W. W. McConnell	18	253	1913
Newton:					
High	4	B. F. Martin	15	394	1911
Bethel Col. Academy	4	J. W. Kliewer	7	128	1913
Nickerson:					
Reno County	4	F. A. Mundell	13	199	1911
Olathe	4	Annie N. Shafer	11	257	1911
Ottawa:					
High	4	B. E. Gowans	14	393	1918
Univ. Academy	4	Lulu M. Brown	5	67	1914
Paola	4	O. C. Graber	11	256	1908
Parsons	4	Allen Piatt	17	421	1916
Phillipsburg	4	Sheldon Frick	6	135	1920
Pittsburg	4	J. L. Hutchinson	18	514	1914
Rosedale	4	A. G. Tritt	10	165	1915
Sabetha	4	W. E. Nelson	7	160	1912
Salina	4	R. H. McWilliams	26	636	1910
Seneca	4	Frank E. Alsup	6	85	1920
Stafford	4	M. G. Cleary	11	190	1911
Sterling	4	J. W. E. Stogsdill	10	174	1911
Topeka:					
High	4	R. R. Cook	48	1222	1906
Bethany Col. Academy	4	Marinda P. Davis	9	69	1917
Wakeeney:					
Trego County	4	J. N. Niesley	7	136	1912
Wamego	4	C. H. Rush	8	141	1917
Washington	4	C. Kraemer	8	165	1920
Wellington:					
Sumner County	4	A. K. Loomis	17	409	1906
Wichita	4	L. W. Brooks	66	1584	1906
Winfield	6	Will French	22	662	1908

Total, 78.

### MICHIGAN

Adrian	3	C. H. Griffey	20	376	1904
Albion	6	Don Harrington	15	322	1907
Allegan	4	A. H. Robertson	12	268	1919
Alma	4	J. W. Kelder	12	316	1912

Name of Town and School	Type of H. S.	Officer in Charge	No. of Teachers	Enroll- ment	Date Accredited
Alpena	4	George Curtis	12	271	1914
Ann Arbor	5	L. L. Forsythe	32	775	1904
Battle Creek	4	H. R. Atkinson	35	1074	1904
Belding	4	S. J. Skinner	8	148	1917
Benton Harbor	4	F. A. Jensen	20	467	1906
Bessemer	4	C. R. Cobb	8	225	1905
Big Rapids:					
High School	4	H. A. Von Buskirk	10	234	1909
Ferris Institute	4	G. Masselink	10	300	1914
Birmingham	3	C. Vliet	10	180	1912
Boyne City	4	A. A. Metcalf	8	172	1911
Cadillac	4	C. W. Crandall	11	303	1907
Calumet	4	E. J. Hall	40	932	1904
Charlevoix	4	H. A. Craig	7	155	1914
Charlotte	5	C. H. Carrick	11	347	1904
Cheboygan	4	W. L. Barr	9	246	1914
Coldwater	4	I. F. King	11	350	1904
Croswell	4	G. E. Powers	5	165	1916
Crystal Falls	4	W. D. Hill	9	190	1908
Detroit:					
Cass	4	B. F. Comfort	85	1053	1916
Central	4	D. Mackenzie	74	2429	1904
University School	4	D. H. Fletcher	2	28	1905
Eastern	4	L. B. Mann	57	1519	1904
Liggett	4	Ella M. Liggett	15	192	1909
Northern	4	George Bechtel	94	1780	1918
Northeastern	6	C. N. Novak	69	1303	1918
Northwestern	6	E. L. Miller	120	2757	1915
Nordstrum	6	G. W. Murdock	41	779	1916
Southeastern	6	J. H. Corns	64	1324	1920
U. of Detroit Prep.	4	W. F. Foley	21	480	1917
Western	4	I. E. Chapman	42	964	1905
Dollar Bay	4	T. R. Davis	8	106	1910
Dowagiac	4	A. F. Frazee	14	299	1906
East Jordan	6	M. R. Keyworth	7	128	1917
Escanaba	4	W. E. Olds	20	410	1909
Flint	4	L. S. Parmelee	37	1033	1910
Fremont	4	E. H. Babcock	7	165	1914
Gladstone	4	E. J. Willman	7	182	1911
Grand Haven	4	A. Dondineau	12	273	1909
Grand Ledge	4	J. Sawdon	8	207	1916
Grand Rapids:					
Calvin College Prep.	4	A. J. Rooks	12	273	1914
Central	4	J. B. Davis	41	979	1905
South	6	A. W. Krause	31	1284	1917
Union	6	I. B. Gilbert	49	1192	1912
Greenville	4	A. R. Shigley	9	223	1914
Hancock	4	H. A. Gilruth	14	265	1904
Harbor Springs	4	W. B. Beadle	6	120	1916
Hart	4	E. Blanchard	8	154	1914
Hastings	4	C. E. Ehle	16	370	1909
Highland Park	6	Wm. Prakkens	42	879	1914
Hillsdale	4	S. J. Gier	11	330	1910
Holland	4	E. E. Fell	20	427	1909
Houghton	4	A. Goodale	16	237	1906
Howell	4	C. V. Courier	12	270	1916
Hudson	4	R. S. Head	6	183	1914
Ionia	4	A. A. Rather	10	244	1907
Iron Mountain	4	M. B. Travis	14	282	1904
Iron River	6	Wm. D. Byrnes	18	354	1916
Ironwood	4	E. T. Duffield	24	403	1909
Ishpeming	4	R. P. Davis	19	472	1909

Name of Town and School	Type of H. S.	Officer in Charge	No. of Teachers	Enroll- ment	Date Accredited
Ithaca	4	Lewis Grettenberger	8	191	1916
Jackson	3	F. L. Bliss	23	597	1905
Kalamazoo:					
High School	4	C. A. Fisher	42	897	1904
Normal High	4	Olive J. Smith	5	171	1917
Lake Linden	6	L. P. Holliday	10	232	1909
Lansing	4	C. E. LaFurge	50	1250	1904
Lapeer	4	E. E. Irwin	6	235	1915
Lowell	3	C. W. Appleton	7	165	1914
Ludington	4	H. E. Waits	14	280	1909
Manistee	4	A. G. Stead	15	303	1905
Manistique	4	T. W. Clemo	10	287	1907
Marine City	6	T. B. Thompson	11	158	1918
Marshall	4	F. E. King	10	227	1904
Marquette:					
High School	4	A. R. Watson	16	325	1904
Normal High	4	S. S. Stockwell	5	70	1920
Mason	6	W. L. Reed	7	162	1916
Menominee	6	J. L. Silvernale	21	523	1907
Midland	3	J. Schafer	11	244	1912
Mt. Clemens	4	L. W. Fast	8	216	1907
Mt. Pleasant	4	G. E. Ganiard	9	285	1914
Monroe:					
High School	4	Dean Spencer	11	256	1906
St. Mary's Academy	4	Sister Immaculata	8	213	1919
Munising	4	E. L. Abell	7	159	1916
Muskegon	5	J. A. Craig	63	1149	1904
Negaunee	6	E. D. Dennison	26	502	1909
Newberry	4	L. P. Koepfgen	7	127	1917
Niles	6	O. W. Haisley	13	260	1918
Norway	4	G. L. Greenwalt	8	168	1908
Ontonagon	6	E. W. Mackey	5	100	1912
Otsego	4	C. R. Johnson	5	121	1908
Owosso	4	C. C. Tuck	13	378	1910
Painesdale	5	Fred Jeffers	7	224	1914
Paw Paw	6	O. W. Kaye	6	139	1914
Petoskey	5	P. G. Lantz	11	289	1908
Plymouth	4	G. A. Smith	6	156	1916
Pontiac	4	S. M. Dudley	28	666	1905
Port Huron	4	H. A. Davis	25	537	1905
Portland	4	Mr. Bryan	5	126	1911
River Rouge	6	W. H Tedrow	8	193	1911
Royal Oak	6	Frank Hendry	10	251	1917
Saginaw:					
East	4	H. S. Doolittle	43	939	1904
Arthur Hill	4	A. G. Morrison	24	540	1904
Sault Ste. Marie	4	G. W. Bemer	23	514	1909
South Haven	4	H. L. Harrington	13	282	1907
St. Johns	4	F. P. Buck	9	228	1907
St. Joseph	5	E. P. Clarke	13	215	1904
St. Louis	4	C. M. McCallum	6	144	1912
Stambaugh	3	H. M. Armstrong	9	150	1919
Sturgis	3	C. M. Ferner	12	222	1918
Tecumseh	4	E. E. Crampton	7	156	1920
Three Rivers	5	F. W. Crawford	12	239	1907
Traverse City	4	L. L. Tyler	18	421	1904
Vicksburg	4	A. N. Nutten	6	118	1920
Wakefield	4	J. F. Reed	5	100	1914
Wayne	4	J. D. La Rue	7	176	1917
Wyandotte	6	F. W. Frostic	16	381	1906
Ypsilanti	4	E. E. Piper	14	367	1909
Zeeland	4	W. L. Fuehrer	7	144	1916
Total, 121.					

# MINNESOTA

Name of Town and School	Type of H. S.	Officer in Charge	No. of Teachers	Enroll- ment	Date Accredited
Albert Lea	4	C. C. Baker	20	400	1910
Alexandria	4	F. M. Yockey	13	285	1910
Anoka	4	F. H. Koos	11	232	1914
Austin	3	H. E. Wheeler	20	389	1904
Bemidji	4	R. O. Bagby	13	258	1911
Biwabik	4	J. E. Lunn	5	100	1915
Blue Earth	3	R. A. Hill	12	182	1908
Brainerd	4	W. C. Cobb	13	294	1911
Buhl	4	M. D. Aygarn	4	80	1917
Canby	3	G. E. Kidder	9	171	1909
Chisholm	4	J. P. Vaughan	9	230	1912
Cloquet	4	Peter Olesen	9	260	1907
Coleraine	4	J. A. Vandyke	8	132	1911
Duluth:					
Central	4	Leonard Young	51	1158	1908
R. E. Denfeld	6	James F. Taylor	25	375	1915
Ely	4	H. E. White	16	301	1910
East Grand Forks	4	.....	..	..	1911
Eveleth	4	C. H. Barnes	22	365	1908
Fairmont	4	D. S. Brainard	15	302	1910
Faribault:					
High	6	John Munroe	29	498	1907
Saint Mary's	5	Amy Louise Lowey	8	108	1918
Shattuck School	4	Chas. W. Newhall	19	237	1920
Gilbert	6	K. K. Tibbets	10	181	1910
Glencoe	4	E. M. Mitchell	5	107	1908
Glenwood	4	L. H. Pryor	10	171	1917
Grand Rapids	4	E. A. Freeman	11	220	1907
Hastings	4	Paul R. Spencer	11	196	1910
Hector	4	G. W. Wisman	8	147	1913
Hibbing	6	C. C. Alexander	32	558	1909
Hopkins	4	R. J. Mayo	8	130	1915
Hutchinson	4	Sam E. Tift	13	238	1909
Jackson	4	J. W. Fay	9	174	1900
Lake City	4	C. W. Brown	11	179	1912
Litchfield	4	W. W. Hollands	10	191	1911
Little Falls	4	F. W. Dobbyn	14	268	1909
Luverne	4	H. C. Bell	8	172	1912
Mankato	6	E. S. Selle	32	520	1908
Marshall	4	L. C. McCarty	10	197	1912
Minneapolis:					
Central	4	R. T. Hargreaves	103	2416	1908
East	4	S. W. Ehrman	61	1341	1908
North	4	W. W. Hobbs	73	1052	1908
South	4	Joseph Jorgens	78	1736	1909
West	4	L. N. McWhorter	74	1559	1909
University H. S.	4	W. S. Miller	10	224	1915
Northrop College	4	Elizabeth Carse	10	75	1918
Montevideo	4	J. J. Bohlander	17	351	1909
Moorhead	4	M. L. Jacobson	12	264	1905
Morris	4	Theodore Utne	7	101	1914
New Ulm	4	H. O. Hess	14	245	1908
Northfield	4	M. P. Fobes	14	326	1910
Owatonna	4	J. J. Skinner	16	304	1915
Park Rapids	4	A. M. Bank	9	154	1915
Pipestone	6	A. C. Tibbetts	8	194	1912
Red Wing	3	O. W. Herr	19	325	1910
Redwood Falls	4	S. E. Hargis	10	321	1907
Rochester	3	W. G. Bolcom	26	480	1915
St. Cloud	4	C. H. Maxson	20	413	1909

Name of Town and School	Type of H. S.	Officer in Charge	No. of Teachers	Enroll- ment	Date Accredited
St. Paul:					
Bethel Academy	4	Alfred J. Wingblade	7	135	1917
Derham Hall	4	Sister Ste. Helene	16	160	1917
Central	4	J. E. Marshall	69	1696	1906
Humboldt	4	W. J. Little	29	487	1910
Johnson	4	John M. Guise	35	694	1910
Mechanics Arts	4	D. Lange	49	1145	1916
Summit School	6	Sarah Converse	7	65	1920
St. Peter	4	Emily Brown	9	180	1916
Sauk Centre	4	J. C. West	10	194	1912
Sleepy Eye	4	T. E. Lewis	4	111	1914
South St. Paul	4	D. E. Hickey	12	158	1915
Spring Valley	4	G. H. Tracy	9	155	1911
Staples	3	C. E. Young	9	163	1916
Stillwater	4	J. C. Davies	17	367	1910
Thief River Falls	4	W. A. Ziegler	13	420	1911
Two Harbors	3	C. E. Campton	12	259	1906
Virginia	6	P. P. Colgrove	30	489	1910
Wadena	4	E. B. Bothe	7	209	1912
Waseca	4	S. C. Huffman	9	156	1907
Wells	4	J. W. Petterson	10	125	1910
Willmar	4	Geo. O. Brohaugh	12	263	1910
Windom	4	E. T. Chesnut	8	170	1911
Winona	5	J. V. Voorhees	22	493	1905
Worthington	3	C. A. Patchin	8	212	1900
Total, 81.					
<b>MISSOURI</b>					
Bethany	4	R. W. Powell	9	200	1917
Boonville:					
Kemper Military	4	A. M. Hitch	22	456	1907
Carrollton	4	G. D. Deiterich	9	236	1909
Carthage	4	G. R. Deatherage	16	502	1908
Charleston	4	H. L. Jones	6	142	1914
Chillicothe	4	J. C. Stoy	14	346	1910
Clayton	4	E. E. Morton	12	201	1914
Columbia:					
High	4	S. C. Brightman	17	507	1912
Christian College	4	Rose Lisenby	5	72	1910
Stephens College	4	J. M. Wood	2	22	1909
Excelsior Springs	4	G. W. Diemer	12	222	1919
Ferguson	4	W. W. Griffith	5	100	1915
Fulton:					
High	4	J. T. Bush	8	202	1917
William Woods Co.	4	Martha Reid	7	92	1915
Synodical College	4	John James	5	50	1920
Fredericktown	4	E. O. Wiley	6	166	1910
Hannibal	4	L. McCartney	13	220	1909
Higginsville	4	D. W. Branam	5	132	1916
Independence	4	D. C. Elliott	19	486	1917
Jefferson City	4	W. M. Oakerson	13	329	1915
Joplin	4	H. E. Blaine	33	855	1914
Kansas City:					
Central	4	H. H. Holmes	69	2146	1909
Country Day School	4	Ralph Underhill	6	50	1920
Lincoln	4	J. R. E. Lee	28	623	1907
Manual Training	4	Porter Graves	48	1230	1915
Northeast	4	C. B. Reynolds	51	1507	1914
Rockhurst Academy	4	J. A. Wieands	8	161	1918
Westport	4	J. L. Shouse	60	1768	1909
Kennett	4	A. R. Curry	6	130	1913
Kirksville	4	Chas. Banks	16	411	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Kirkwood	4	.....	13	250	1908
Lebanon	4	Roscoe Cramer	6	166	1914
Lexington:					
High	4	L. H. Bell	8	172	1912
Central College Acad.	4	Z. M. Williams	4	67	1918
Wentworth Mil. Acad.	4	A. W. Clemens	18	360	1918
Maplewood	4	J. Richmond	10	225	1911
Marshall	4	R. B. Finley	12	259	1917
Maryville	4	J. M. McDonald	12	328	1908
Mexico:					
High	4	J. G. Merideth	14	303	1907
Hardin Coll. Acad.	4	J. W. Million	5	55	1914
Missouri Mil. Acad.	4	E. Y. Burton	11	201	1918
Moberly	4	P. P. Callaway	13	421	1920
Nevada:					
High	4	J. C. Harmon	13	385	1915
Cottey College Acad.	4	Virginia James	4	96	1920
Paris	4	R. M. Magee	7	169	1914
Poplar Bluff	4	A. F. Morrison	8	260	1920
Parkville:					
Park College Acad.	4	Mary R. Harrison	8	60	1920
Springfield	4	L. A. Doran	46	1377	1920
St. Charles:					
Lindenwood Col. Acad.	3	Lucinda Templin	4	113	1914
St. Joseph:					
Benton	4	C. M. Hobart	11	230	1916
Central	4	J. W. Thalman	33	722	1908
St. Louis:					
Central	4	Chester B. Curtis	70	1740	1908
Cleveland	4	H. F. Hoch	59	1499	1915
Loyola Hall	4	W. F. Hendricks	6	150	1915
McKinley	4	Armand R. Miller	54	1469	1908
Soldan	4	J. R. Powell	71	1923	1910
Sumner	4	F. L. Williams	38	1016	1911
St. Louis Academy	4	Christopher Kohne	16	410	1918
The Principia	4	Frederic E. Morgan	12	201	1915
Yeatman	4	H. M. Butler	55	1205	1908
Savannah	4	J. C. Godbey	9	186	1912
Shelbina	4	T. W. King	9	198	1910
Tarkio	4	J. A. Higdon	7	128	1918
Vandalia	4	A. M. Fourt	5	119	1917
Webb City	4	C. A. Greene	12	344	1913
Webster Groves	4	J. Hixson	18	405	1907
Wellston	4	Julia B. Griswold	8	115	1916
West Plaines	4	J. R. Martin	7	187	1920
Total, 68.					

### MONTANA

Anaconda	4	Chester A. Marr	18	396	1907
Big Timber:					
Sweet Grass County	4	W. C. Ryan	8	110	1914
Billings	4	M. C. Dietrich	26	584	1910
Butte	4	B. E. Millikin	47	1040	1911
Bozeman:					
Gallatin County	4	E. J. Parkin	26	450	1911
Boulder:					
Jefferson County	4	A. T. Peterson	6	85	1919
Chinook	4	J. B. Tucker	8	98	1914
Choteau:					
Teton County	4	R. F. Williamson	6	96	1915
Columbus	4	Fred W. Graff	7	81	1916

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Deer Lodge:					
Powell County	4	F. A. Stejer	7	140	1912
Dillon:					
Beaverhead County	4	C. G. Manning	11	151	1914
Fort Benton:					
Chouteau County	4	C. M. Luce	5	94	1916
Forsyth	4	E. C. Bussert	6	97	1915
Glasgow	4	D. S. Williams	8	122	1916
Glendive:					
Dawson County	4	R. L. Hunt	11	174	1913
Great Falls	4	H. T. Steeper	34	855	1914
Hamilton	4	Don C. Taylor	9	120	1914
Havre	4	Grace M. Easter	10	167	1914
Helena:					
High School	4	Albert J. Roberts	14	360	1910
Mt. St. Charles Acad.	4	John J. Tracy	9	108	1919
Kalispell:					
Flathead County	4	F. O. Randall	25	672	1911
Lewistown:					
Fergus County	4	F. L. Cummings	30	603	1913
Libby	4	J. S. Pitts	5	70	1920
Livingston:					
Park County	4	C. V. Brown	14	267	1914
Miles City:					
Custer County	4	J. A. Woodard	13	249	1914
Missoula:					
Missoula County	4	G. A. Ketcham	25	610	1914
Philipsburg:					
Granite County	4	B. A. Leonard	8	103	1915
Red Lodge:					
Carbon County	4	C. W. Thompson	11	212	1915
Roundup	4	Irvin B. Collins	8	130	1919
Townsend:					
Broadwater County	4	F. F. Sparks	6	64	1919
Valier	4	C. B. Minner	5	61	1920
Whitefish	4	H. L. Hayden	5	82	1920
Total, 32.					

### NEBRASKA

Adams	5	W. E. Hager	5	72	1920
Albion	4	L. J. Surface	9	221	1915
Alliance	4	W. R. Pate	9	208	1914
Ashland	4	R. B. Carey	7	148	1910
Auburn	4	S. E. Clark	9	168	1910
Aurora	4	J. A. Doremus	10	208	1911
Beatrice	4	J. Gilbert	19	467	1908
Blair	6	W. H. Myers	8	195	1908
Bloomfield	4	A. B. Rich	6	112	1919
Bridgeport	4	E. L. Novotny	5	85	1919
Broken Bow	4	H. G. Hewitt	9	236	1915
Cambridge	4	J. L. McCommons	6	112	1918
Central City	4	Beulah A. Dexter	9	187	1915
Chadron	4	T. R. Crawford	6	70	1918
Columbus	4	O. L. Webb	12	285	1910
Crete	4	O. H. Velte	8	166	1910
Curtis:					
Nebraska Agri. School	4	C. K. Morse	7	148	1920
David City	4	R. R. McGee	10	195	1918
Exeter	6	C. B. Mapes	8	86	1918
Fairbury	5	W. H. Morton	17	310	1908
Fairfield	4	W. H. Steinbach	6	106	1915

Name of Town and School	Type of H. S.	Officer in Charge	No. of Teachers	Enroll- ment	Date Accredited
Fairmont	4	Earl Broadston	4	74	1918
Falls City	4	B. H. Groves	9	253	1908
Franklin Academy	4	G. W. Mitchell	8	102	1910
Fremont	4	L. C. Wicks	16	391	1907
Friend	3	Don R. Leech	6	84	1911
Fullerton	4	C. E. Claar	6	135	1913
Geneva	4	L. W. Weisel	9	160	1913
Gothenburg	3	C. E. Collett	6	135	1917
Grand Island	4	R. J. Barr	18	462	1909
Harvard	4	H. S. Harris	6	133	1915
Hastings:					
High School	3	R. W. Johnson	24	458	1906
Academy	4	R. B. Crene	5	37	1909
Havelock	4	Frank E. Adams	7	132	1912
Hebron:					
High Academy	4	J. H. Dorsey	6	118	1918
Holdrege	4	W. L. Young	6	73	1920
Humboldt	4	Dell Gibson	9	237	1909
Kearney	4	V. M. Wiest	5	118	1914
Kimball County	4	A. L. Caviness	14	323	1909
Lexington	4	C. P. Beale	6	97	1917
Percy A. Adams	4	Percy A. Adams	7	196	1915
Lincoln:					
High Teachers College High	4	Frank G. Pickell	73	1816	1905
Lyons	4	C. W. Taylor	6	126	1911
McCook	6	Clarence Linton	6	91	1920
Madison	4	J. A. True	9	169	1910
Minden	4	W. B. Ireland	5	101	1917
Nebraska City	4	B. H. Bracken	10	157	1915
Neligh	4	W. G. Brooks	10	243	1908
Nelson	4	James Skinkle	7	128	1918
Norfolk	4	G. W. Rosenlof	5	99	1917
North Bend	4	J. M. Showalter	14	315	1908
North Platte	4	H. R. Partridge	5	88	1917
Oakland	3	Wilson Tout	8	161	1909
Percy A. Adams	4	O. H. Bimson	4	110	1918
Omaha:					
Central	4	J. G. Masters	83	1978	1905
Benson	4	Mary McNamara	6	91	1914
South	4	R. M. Marrs	27	548	1907
Creighton Academy	4	R. M. Kelly	18	378	1917
Ord	4	E. M. Hosman	8	140	1918
Osceola	4	A. L. Embree	7	144	1918
Pawnee City	4	C. R. Bigelow	8	180	1909
Plattsmouth	4	Carl E. Pratt	9	195	1919
Randolph	6	F. C. Grant	7	109	1920
Ravenna	4	E. W. Lantz	7	130	1915
Red Cloud	3	A. T. Holtzen	7	9	1915
Schuylerville	6	Ira G. Wilson	9	188	1914
Scottsbluff	6	N. L. Tyson	10	218	1914
Seward	3	R. D. Moritz	9	167	1909
Shelton	4	Arnold Stecher	5	78	1913
Sidney	4	W. J. Braham	5	141	1917
Stanton	4	W. E. Flake	6	105	1918
Stromsburg	4	D. R. Arnold	8	105	1920
Superior	5	H. H. Theisen	12	263	1908
Tecumseh	4	L. R. Gregory	10	162	1908
Tekamah	4	H. H. Reimund	10	138	1913
University Place:					
High	5	A. H. Dixon	16	256	1910
Wesleyan Academy	4	R. W. Deal	5	48	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. of Pren.)	No. of Teachers	Enroll- ment	Date Accredited
Wahoo:					
High	4	H. J. Freeborn	8	196	1910
Lutheran Academy	4	A. T. Seashore	7	95	1920
Walthill	3	John Ludwickson	6	51	1920
Wayne	5	J. R. Armstrong	7	137	1917
West Point	4	O. A. Wirsig	6	127	1918
York:					
High	6	A. W. Graham	13	309	1906
Academy	4	Edith M. Callender	2	38	1915
Total, 84.					

### NEW MEXICO

Albuquerque	4	G. B. Jones	23	488	1917
Alamogordo:					
Otero County	4	C. E. Grover	8	147	1919
Artesia	4	R. L. Paris	9	142	1919
Carlsbad	4	W. A. Poore	7	147	1917
Clayton	4	H. N. McClellan	4	85	1919
Clovis	4	E. W. Bowyer	9	225	1919
Deming:					
Luna County	4	E. D. Martin	7	155	1918
East Las Vegas:					
High	4	W. B. McFarland	5	65	1918
Normal Univ. Prep.	4	F. H. H. Roberts	9	172	1917
Farmington	4	H. J. Salsbury	4	68	1920
Fort Sumner	4	B. H. Kirk	5	45	1920
Gallup:					
McKinley County	4	J. L. G. Swinney	5	54	1919
Las Cruces	4	Fannie French	8	111	1918
Raton:					
Colfax County	4	L. C. Rhoads	9	217	1918
Roswell:					
High	4	D. N. Pope	16	327	1918
N. M. Military Inst.	4	J. W. Willson	16	230	1917
Santa Fe	6	E. C. Best	6	72	1917
Silver City:					
N. M. Normal Prep.	4	W. O. Hall	10	169	1917
State College:					
Agric. Col. Prep.	4	John H. Vaughan	7	143	1917
Tucumcari	6	U. O. Anderson	9	159	1919
Total, 20.					

### NORTH DAKOTA

Aneta	4	Lytle W. Adams	3	79	1920
Beach	4	R. M. Lewis	6	95	1914
Bismarck	4	J. M. Martin	13	267	1912
Bottineau	4	Vernum L. Mangun	8	203	1910
Bowman	4	C. J. N. Nelson	6	93	1919
Cando	4	G. J. Lufgren	8	105	1910
Carrington	4	Ernest T. Smith	8	143	1911
Casselton	4	H. H. Kirk	6	104	1913
Cavalier	4	T. A. Gustafson	4	100	1915
Cooperstown	4	E. E. Hanson	7	114	1915
Crosby	4	V. F. Goddard	6	87	1920
Devils Lake	4	Chas. A. Kittrell	9	205	1908
Dickinson	4	P. S. Berg	9	137	1911
Drayton	4	H. H. Felkeman	4	63	1920
Edgeley	4	Emmet McKenna	6	84	1915
Egeland	4	K. A. Rygh	5	93	1920
Ellendale	4	F. B. Harrington	3	78	1919
Enderlin	4	T. O. Sweetland	5	88	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt or Prin.)	No. of Teachers	Enroll- ment	Daet Accredited
Fargo:					
High	3	Arthur Deamer	30	656	1907
A. C. Model	4	C. G. Carlson	7	181	1911
Grafton	4	R. B. Murphy	9	190	1908
Grand Forks	4	P. H. Lehman	25	565	1907
Granville	4	J. J. Harder	4	66	1920
Hankinson	4	E. J. Taylor	4	93	1918
Hettinger	4	E. D. Wickham	6	85	1920
Hillsboro	4	O. I. Shefloe	6	122	1919
Hope	4	Walter Schwalje	3	67	1913
Jamestown	3	N. C. Koontz	9	206	1908
Kenmare	4	W. A. Godward	6	159	1910
Lakota	4	J. E. Bjorlie	5	87	1911
LaMoure	4	J. A. Johnson	7	110	1913
Larimore	4	L. A. Herdle	5	100	1912
Lidgerwood	4	R. A. Trubey	7	93	1919
Lisbon	4	W. B. Simcox	5	123	1912
Mandan	4	C. L. Love	13	190	1913
Marmarth	4	A. W. Bergan	4	41	1920
McVille	4	A. J. Bergum	6	96	1920
Mayville	4	Oscar Erickson	6	111	1918
Minot	4	Guy V. Newcomer	16	428	1910
New Rockford	4	H. H. Maxwell	5	99	1914
Oakes	4	J. C. Gould	7	111	1916
Park River	4	Leonard A. Moe	7	124	1912
Pembina	6	C. D. Curtis	4	67	1920
Rolla	3	B. E. Johnson	4	88	1920
Rugby	4	I. T. Simley	5	137	1915
Sentinel:					
Butte	4	Harry E. Emery	5	40	1920
Stanley	4	W. C. Rabe	5	55	1920
Steele	4	C. S. Torvend	4	53	1915
Towner	4	Herbert P. Eide	4	56	1920
University:					
Model	4	Adolph H. Kazda	7	131	1912
Valley City	4	G. W. Hanna	13	232	1910
Velva	6	J. H. Bradley	6	113	1920
Wahpeton	4	Martha Fulton	6	143	1910
Williston	4	Elizabeth N. Gill	10	261	1911
Total, 54.					

## OHIO

Akron:					
Central	4	L. W. MacKinnon	42	930	1906
South	4	C. J. Bowman	37	800	1911
West	4	E. L. Marting	38	872	1914
Alliance	4	J. E. Vaughan	31	726	1912
Amherst	4	Marion L. Steele	6	149	1916
Ashland	4	Ralph D. Richards	15	361	1907
Ashtabula	4	M. S. Mitchell	22	600	1905
Ashtabula Harbor	6	W. E. Wenner	20	491	1912
Athens:					
Central	4	Russell H. Rupp	13	296	1918
Jno. Hancock	4	J. H. Comstock	5	176	1918
Barberton	4	R. E. Copper	20	424	1912
Barnesville	4	W. A. Zaugg	8	224	1919
Bellaire	4	J. V. Nelson	17	462	1911
Bellefontaine	4	E. S. Shuffleton	11	311	1904
Bellefontaine	4	C. M. Carrick	12	250	1907
Berea	3	Edith A. Longbon	46	135	1914
Bluffton	4	C. C. Nardin	8	197	1912
Bowling Green	3	D. C. Bryant	13	294	1909

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Bridgeport	4	S. A. Gillett	5	141	1916
Bryan	4	R. C. Baker	11	263	1907
Bucyrus	4	John R. Patterson	16	450	1907
Cambridge	4	H. L. Pine	19	540	1919
Canal Winchester	4	A. B. Weiser	5	116	1916
Canton:					
McKinley	3	John L. G. Pottorf	38	1141	1909
Celina	4	C. V. Sensenbaugh	7	176	1912
Chardon	4	R. Ralph Standley	6	143	1911
Chillicothe	4	John A. Smith	14	406	1905
Cincinnati:					
Academy S. H.	6	Marjorie Erskine	4	33	1918
East Side	4	E. D. Lyons	50	1600	1920
Franklin School	4	G. S. Sykes	4	25	1905
Hartwell	4	B. H. Siehl	4	66	1909
Hughes	4	Chas. M. Merry	90	2120	1904
St. Xavier	4	Rev. Chas. McD. Ryan	20	475	1917
University School	4	Wm. E. Stilwell	7	56	1907
Walnut Hills	6	George E. Davis	20	458	1907
Woodward	4	Charles Otterman	70	1462	1904
Circleville	4	J. O. Eagleson	10	253	1907
Cleveland:					
Central	6	Edward L. Harris	44	1064	1904
East	4	Daniel W. Lothman	38	1073	1909
East Technical	4	Herbert D. Bixby	104	2184	1912
Glenville	4	H. H. Cully	40	1905	1905
Lincoln	6	James B. Smiley	29	690	1906
Loyola School	4	Frank A. McKernan	7	134	1918
South	6	J. F. Patterson	24	739	1905
University School	6	Roger C. Hatch	15	155	1908
West	6	David P. Simpson	31	764	1905
West Technical	6	E. W. Boshart	90	1912	1914
Y. Prep. School	4	Lowell S. Hunter	6	124	1920
Cleveland Heights	5	Mary Whittler	22	430	1909
Columbiana	4	Hurd A. Tuttle	4	117	1915
Columbus:					
Academy Cap. Univ.	3	R. V. Smith	5	62	1916
East	3	W. B. Skimming	35	751	1906
North	3	Chas. D. Everett	47	1040	1906
South	4	Evan L. Mahaffey	27	618	1907
West	4	Otto H. Magly	22	433	1912
Conneaut	4	C. M. Dickey	13	390	1907
Coshocton	4	E. W. Cresap	16	412	1912
Covington	4	C. H. Detling	5	107	1914
Crestline	4	A. G. Welshimer	7	183	1915
Cuyahoga Falls	4	W. H. Richardson	9	233	1913
Danville:					
Buckeye	4	J. A. Gerberich	4	101	1915
Dayton:					
Steele	3	J. H. Painter	36	1038	1905
Stivers Manual Training	4	Wm. H. Meck	35	1072	1911
St. Mary College Acad.	4	Joseph A. Tetzlaff	18	450	1910
Defiance	4	B. M. Lindemuth	12	292	1911
De Graff	4	W. H. Durkee	5	92	1917
Delaware	4	H. T. Main	14	331	1904
Delphos	4	Fred E. Snodgrass	6	125	1912
Dennison	4	Harlan Q. Acre	5	132	1913
Dover	4	S. O. Mase	11	260	1907
E. Cleveland:					
Shaw	4	Josephine Barnaby	45	890	1911
E. Liverpool	4	F. P. Geiger	23	596	1903
Eaton	4	John O'Leary	5	142	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Elyria	4	R. P. Vaughn	27	670	1904
Findlay	4	D. S. Finton	26	644	1906
Fostoria	4	Ida L. McDermott	11	357	1911
Fremont	3	F. P. Timmons	12	313	1907
Galion	4	O. F. Dietz	13	313	1908
Gallipolis	4	Wayne Lutz	8	220	1905
Geneva	4	Jas. H. Fortney	6	180	1909
Gibsonburg	4	J. C. Twinem	5	122	1916
Girard	4	H. L. Cash	8	159	1914
Grandview Heights	4	M. M. Williams	5	114	1915
Granville:					
Doane Academy	4	H. R. Handley	6	136	1909
Greenfield:					
McClain	4	F. R. Harris	11	218	1905
Greenville	4	Minor McCool	15	406	1907
Hamilton	4	H. R. Townsend	26	661	1904
Hillsboro	4	O. C. Jackson	9	234	1904
Huron	4	B. L. Pierce	4	88	1918
Ironton	4	E. A. Swan	17	349	1908
Jackson	4	Lucy B. Jones	7	237	1911
Jefferson	4	G. M. McCommon	4	120	1912
Kent:					
High	4	F. B. Bryant	6	158	1912
Normal	3	J. E. McGilvrey	4	65	1918
Kenton	4	D. B. Clark	10	319	1910
Lakewood	6	R. L. Short	79	2000	1905
Lancaster	4	Dean H. Hickson	18	492	1904
Leroy	4	R. F. Howe	5	60	1915
Lima:					
Central	6	R. E. Offenhauer	29	667	1907
South	6	J. W. Pogue	14	308	1920
Lisbon	4	Sadie P. Van Forran	8	211	1910
Lockland	4	A. L. Heer	8	190	1914
Logan	4	C. F. Ridgley	10	290	1913
London	4	W. H. Rice	7	203	1907
Lorain	4	P. C. Bunn	30	746	1906
Mansfield	4	Frank Whitehouse	28	826	1906
Marietta	4	W. H. Leach	23	573	1904
Marion	4	K. H. Marshall	25	695	1904
Martins Ferry	4	R. C. Maston	13	424	1907
Marysville	4	J. B. Hughes	6	178	1905
Massillon:					
Washington	4	H. R. Gorrell	24	550	1904
Mechanicsburg	4	Bert Highlands	4	114	1916
Medina	4	W. E. Conkle	9	201	1908
Miamisburg	4	Harris V. Bear	8	215	1909
Middletown	4	Maude E. Miller	21	565	1907
Mingo Junction	4	Frank Linton	6	84	1915
Minster	4	John C. Halsema	4	85	1916
Mt. Sterling	4	D. L. Hines	4	91	1914
Mt. Vernon	4	H. C. Koch	16	486	1905
Napoleon	4	W. R. Ash	8	225	1914
Newark	4	Oren J. Barnes	26	809	1908
New Bremen	4	Elmer W. Jordan	5	108	1913
New Concord	4	J. L. Lowery	7	167	1908
New Lexington	4	J. C. Way	7	207	1919
New Philadelphia	4	John A. Ake	13	270	1918
New Washington	4	P. J. Foltz	4	81	1908
Niles	4	J. Boyd Davis	20	384	1910
North Baltimore	6	A. J. B. Longsdorf	6	211	1916
Norwalk	4	J. E. Cole	14	330	1906

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Norwood	4	W. W. McIntire	18	471	1906
Oak Harbor	4	Carl G. Pemberton	7	176	1915
Oberlin	4	J. C. Seeman	11	312	1907
Orrville	4	E. R. Wise	6	170	1914
Oxford:					
Wm. McGuffey School	4	J. W. Heckert	5	112	1916
Painesville	4	O. H. Lowary	15	410	1905
Pandora:					
Riley Tp.	4	Earl W. Combs	5	99	1914
Perrysburg	4	J. A. Nietz	5	118	1918
Piqua	4	C. M. Sims	13	400	1907
Plain City	4	G. M. Plumb	3	69	1918
Pomeroy	4	C. T. Coates	8	165	1912
Port Clinton	4	J. O. Grimes	6	163	1914
Portsmouth	4	C. E. Stailey	22	575	1904
Ravenna	4	E. O. Trescott	7	157	1906
Rio Grande:					
Raccoon Tp.	4	E. W. Edwards	5	95	1914
St. Clairsville	4	J. H. Brill	8	163	1917
St. Marys	4	C. C. McBroom	10	247	1907
Salem	4	Karl E. Whinnery	13	363	1905
Sandusky	4	W. A. Richardson	32	708	1904
Shaker Heights	6	A. H. Meese	14	137	1918
Shelby	4	R. I. Lewis	7	238	1904
Shepard:					
St. Mary of the Springs	4	S. M. Basil	8	88	1920
Sidney	3	H. R. McVay	9	200	1920
Springfield	4	E. W. Tiffany	40	1159	1904
Steubenville	4	F. J. Mick	27	604	1904
Tiffin:					
Columbian	4	Harry H. Frazier	18	520	1904
Tippecanoe City	4	W. L. Carmack	6	108	1915
Toledo:					
St. Johns	4	Wm. B. Sommerhauser	13	318	1918
Scott	4	R. H. Demorest	58	1757	1914
Smead	5	Elsie Grace Anderson	6	55	1908
Waite	4	James A. Pollock	51	1430	1914
Toronto	4	S. C. Dennis	6	134	1918
Troy	4	T. E. Hook	13	280	1904
Uhrichsville	4	Samuel Shimp	10	306	1909
Upper Sandusky	4	E. H. Brown	7	192	1909
Urbana:					
High	4	Clitus V. Wolfe	7	180	1904
University School	4	Louis A. Dole	3	17	1918
Van Wert	4	H. L. Sullivan	15	354	1903
Wadsworth	4	A. W. Elliott	9	206	1913
Wapakoneta	4	F. E. Reynolds	12	307	1908
Warren	3	H. E. Honnold	22	386	1904
Washington	C. H.	O. K. Probasco	12	256	1910
Wauseon	4	M. L. Alsteter	9	208	1908
Wellsville	4	A. D. Horton	12	228	1905
Westerville	4	E. L. Baxter	5	169	1913
West Jefferson	4	H. B. Boomershine	5	100	1913
Willard	4	W. C. Kramer	4	134	1914
Willoughby	6	E. M. Otis	6	153	1904
Wilmington	4	E. P. West	10	216	1913
Wooster	4	G. C. Maurer	18	377	1904
Wyoming	4	C. S. Fay	5	85	1907
Xenia	4	Harper C. Pendry	16	336	1905
Youngstown:					
Rayen	4	E. F. Miller	39	980	1909
South	4	C. E. Reed	45	1148	1913
Zanesville	4	J. H. Mason	24	702	1906
Total, 184.					

## OKLAHOMA

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Alva	6	A. W. Fanning	11	262	1919
Anadarko	4	O. R. Harris	10	241	1920
Ardmore	4	C. H. Woodruff	14	416	1918
Bartlesville	3	F. W. Wenner	13	312	1912
Blackwell	4	A. J. Lovett	18	386	1912
Bristow	4	C. E. Hutton	8	138	1918
Chickasha:					
High School	3	T. T. Montgomery	20	400	1912
Oklahoma Col. Women's Ac.	4	M. N. Woodring	11	186	1918
Cleveland	4	C. R. Shiffler	5	89	1918
Clinton	4	E. H. Homberger	8	166	1920
Collinsville	4	L. H. Pettit	7	92	1918
Copan	4	E. S. McCabe	5	71	1919
Cordell	4	W. H. Cannon	6	189	1918
Cushing	5	J. D. Barney	10	165	1918
Dewey	4	H. R. Albert	8	89	1918
Drumright	6	W. C. French	24	204	1918
El Reno	6	C. F. Bradshaw	13	366	1918
Enid:					
High	4	E. D. Price	32	835	1911
Phillips Univ. Academy	4	W. L. Shane	7	198	1912
Frederick	4	J. O. Shaw	9	263	1919
Guthrie	4	C. N. Peak	16	346	1912
Henryetta	4	J. T. Hefley	12	225	1917
Holdenville	4	L. W. Kibler	6	155	1920
Hugo	4	M. P. Hammond	14	260	1913
Jenks	4	Floyd E. Miller	7	60	1918
Kingfisher	4	R. L. Clifton	5	125	1920
Lawton	4	S. R. Doyle	16	417	1914
Madill	4	F. A. Ramsey	6	146	1919
Mangum	4	Wallace Emerson	15	241	1918
Miami	4	John Lofty	8	200	1919
McAlester	4	W. G. Masterson	16	373	1911
Muskogee	3	C. K. Reiff	50	1264	1911
Newkirk	4	W. M. Chambers	6	161	1919
Norman	4	A. S. Faulkner	15	374	1919
Oklahoma City	4	W. O. Moore	67	1618	1910
Okmulgee	4	H. B. Bruner	10	334	1914
Pauls Valley	4	L. B. Drake	7	179	1920
Pawhuska	4	L. S. Stevens	8	160	1917
Perry	4	W. F. Ramey	9	218	1920
Ponca City	4	J. N. Hamilton	10	253	1918
Pryor	4	M. L. Cotton	7	160	1917
Ramona	4	A. W. Weigle	8	87	1919
Sapulpa	4	J. R. Holmes	15	332	1912
Sayre	4	E. E. Brown	4	110	1920
Shawnee	4	C. W. Gethman	31	543	1916
Stillwater:					
Oklahoma A. & M. Col. Ac	4	C. L. Kezer	16	339	1920
Tulsa	3	E. E. Oberholtzer	64	1223	1911
Vinita	4	M. R. Floyd	8	180	1913
Woodward	4	J. W. Tyler	11	268	1918
Total, 49.					

## SOUTH DAKOTA

Aberdeen	4	M. S. Hallman	23	455	1907
Armour	4	O. S. Day	5	99	1919
Belle Fourche	4	C. S. Hall	6	88	1916
Brookings	4	S. W. Johnson	13	261	1907

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Canistota	4	Chas. O. Ziering	3	46	1920
Canton	4	Iver A. Opstad	6	149	1912
Centerville	4	Robert Fawell	5	72	1920
Clark	4	Guy W. Cook	7	111	1915
Deadwood	4	E. A. Hollister	7	118	1914
Elk Point	4	Jonas Leyman	5	95	1918
Flandreau	4	H. S. Morgan	6	152	1917
Groton	4	G. W. Crossman	6	78	1916
Hot Springs	4	R. V. Hunkins	7	118	1917
Huron	6	A. O. Bowden	19	423	1909
Lead	4	F. A. Henderson	11	277	1905
Madison	3	J. W. Ault	12	245	1910
Milbank	4	H. C. Souder	6	144	1915
Miller	4	Harry P. Cooper	7	97	1914
Mitchell	3	L. M. Fort	13	308	1906
Pierre	4	R. E. Rawlins	10	214	1909
Rapid City	4	Amos Groethe	15	294	1911
Redfield	3	Carl M. Bair	7	173	1910
Sioux Falls	4	W. I. Early	32	725	1906
Tyndall	4	O. B. Phillips	4	84	1919
Vermillion:					
High	4	J. S. Bjornson	9	216	1907
University	4	W. W. Tuttle	4	31	1920
Watertown	4	R. B. Newman	21	394	1906
Webster	4	W. A. Thompson	9	139	1907
Yankton	4	E. R. Edwards	15	234	1905
Total, 29.					

### WISCONSIN

Antigo	4	Edward F. Merbach	20	498	1908
Appleton	4	P. G. W. Keller	30	619	1904
Ashland	4	Earl W. Giese	24	484	1908
Baraboo	4	A. C. Kingsford	12	291	1908
Beaver Dam:					
High	4	Geo. R. Ray	12	244	1908
Wayland Academy	4	E. P. Brown	8	138	1904
Beloit	4	J. H. McNeil	26	717	1904
Berlin	4	F. Stanley Powles	12	230	1908
Black River Falls	4	Norma R. McNab	8	185	1919
Burlington	4	F. L. Witter	11	216	1908
Chilton	4	G. M. Morrissey	6	123	1917
Chippewa Falls	4	G. O. Banting	18	363	1908
Columbus	4	John Dixon	10	216	1908
Delafield:					
St. John's Mil. Acad.	4	H. H. Holt	20	483	1910
Delavan	4	H. A. Melcher	7	171	1909
Dodgeville	4	T. Edgar Henderson	8	152	1914
Durand	4	L. U. St. Peter	8	168	1918
Eau Claire	4	L. A. Bu Dahn	30	700	1904
Edgerton	4	F. O. Holt	10	244	1912
Elkhorn	4	Chas. A. Jahr	6	133	1908
Ellsworth	5	L. W. Fulton	7	141	1912
Elroy	4	H. W. Maule	5	113	1914
Evansville	4	J. F. Waddell	7	164	1909
Fennimore	6	Joseph Reed	7	250	1912
Florence	4	F. C. Martin	7	102	1918
Fond du Lac	4	E. J. Wilson	26	757	1904
Fort Atkinson	4	E. H. Miles	8	226	1912
Grand Rapids	5	W. A. Baldauf	25	458	1900
Green Bay:					
East	4	W. T. Ream	15	339	1906
West	4	C. F. Cole	22	509	1911

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Hartford	4	G. B. Haverson	9	165	1907
Hudson	4	D. T. John	11	208	1912
Hurley	4	J. E. Murphy	10	164	1915
Janesville	4	G. A. Bassford	24	550	1908
Jefferson	4	W. G. Ballentine	10	140	1917
Kaukauna	4	L. G. Schussman	7	182	1908
Kenosha	4	G. N. Tremper	30	644	1908
Kewaunee	4	R. J. McMahon	7	124	1918
La Crosse	4	W. Collinge	39	1044	1908
Ladysmith	4	M. Lewis	8	200	1918
Lake Geneva:					
High	4	Marietta S. Baker	8	190	1911
Northwestern Mil. Acad.	4	H. H. Rogers	9	152	1908
Lake Mills	6	Chas. H. Karch	7	148	1917
Lancaster	4	S. S. McNelly	10	200	1908
Lodi	4	A. J. Henkel	7	115	1908
Madison:					
High	4	V. G. Barnes	60	1399	1908
Wisconsin	6	H. L. Miller	12	320	1908
Manitowoc	4	C. G. Stangel	31	674	1908
Marinette	4	F. W. Hanft	17	512	1900
Marshfield	4	W. R. Davies	15	330	1908
Medford	4	C. H. Bachhuber	8	207	1908
Menasha	4	O. H. Plenzke	9	170	1908
Menomonie	4	Mildred Schneider	13	335	1908
Merrill	4	Geo. A. Johnson	12	359	1908
Milwaukee:					
Bay View	4	Geo. A. Fritzsche	19	457	1919
East	4	G. A. Chamberlain	46	1187	1904
North	4	R. E. Krug	43	1097	1908
South	4	H. E. Coblenz	46	1175	1904
Washington	4	Geo. J. Balzer	41	981	1915
West	4	A. C. Shong	46	1092	1904
Downer Seminary	6	Ellen C. Sabin	13	216	1904
Mineral Point	4	A. A. Veith	8	172	1914
Mondovi	4	C. W. Dodge	9	173	1915
Monroe	4	P. F. Neverman	12	236	1908
Neenah	4	C. F. Hedges	12	294	1908
Neillsville	4	E. J. McKean	10	166	1908
New London	4	D. Newberry	8	211	1912
New Richmond	4	Robert Lohrie	15	340	1912
Oconomowoc	4	F. J. Holt	10	240	1908
Oconto	4	E. F. Strong	11	254	1908
Oshkosh	4	A. B. O'Neil	44	927	1904
Park Falls	4	E. C. Hirsch	6	120	1916
Platteville	4	A. L. Tarrell	10	231	1912
Plymouth	4	C. A. Rubado	12	260	1905
Portage	4	C. C. Bishop	8	265	1907
Port Washington	4	John A. Thiel	7	106	1915
Prairie du Chien:					
High	4	Nicholas Gunderson	7	126	1918
Campion Academy	4	Wm. J. Finon	30	328	1919
Racine	4	W. C. Giese	46	1053	1908
Reedsburg	4	A. B. Olson	12	228	1908
Rhineland	4	W. P. Colburn	15	323	1908
Rice Lake	4	H. J. Steeps	11	217	1910
Richland Center	4	A. F. Caldwell	11	264	1912
Ripon	6	L. P. Goodrich	7	179	1908
River Falls	4	Ann F. Williams	9	170	1905
Sheboygan Falls	4	Wm. Urban	28	593	1906
Sinsinawa:					
St. Clara Academy	4	Sister M. Theodosia	7	108	1912

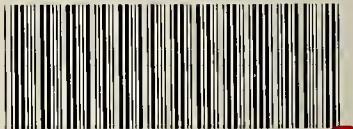
Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
South Milwaukee	6	F. W. Hein	8	140	1908
Sparta	4	F. C. Bray	9	272	1913
Stanley	4	W. I. White	6	229	1912
Stevens Point	4	L. R. Klinger	17	380	1908
Stoughton	4	C. J. Anderson	17	340	1907
Sturgeon Bay	4	R. Soukup	10	274	1904
Superior:					
Central	4	C. G. Wade	37	868	1904
Nelson Dewey	4	A. T. Conrad	11	220	1904
Tomah	4	F. M. Bray	10	302	1916
Tomahawk	4	Frederick Ek	7	132	1916
Two Rivers	4	N. H. Mewaldt	14	276	1919
Viroqua	4	R. L. Heindel	11	298	1916
Washburn	4	C. E. Hulten	12	235	1908
Watertown	4	T. J. Berto	11	334	1914
Waukesha	6	J. E. Worthington	29	450	1904
Waupaca	4	L. G. Schneller	11	294	1908
Waupun	4	L. F. Smith	8	175	1912
Wausau	4	I. C. Painter	27	678	1904
Wauwatosa	4	P. A. Kolb	9	214	1906
West Allis	4	G. A. German	10	309	1910
West Bend	4	D. E. McLane	7	181	1910
Whitewater	4	C. W. Rittenburg	6	123	1908
Total, 109.					

## WYOMING

Buffalo:					
Johnson County	4	S. R. Bumann	7	121	1918
Casper:					
Natrona County	4	W. A. Lacey	14	231	1915
Cheyenne	4	A. S. Jessup	12	290	1912
Douglas:					
Converse County	4	Angie Roosa	9	120	1919
Evanston	4	C. C. Voeller	7	170	1918
Laramie:					
High	4	Merton Willer	7	113	1913
University	6	A. C. Cross	8	121	1917
Rawlins	4	R. G. Krueger	9	88	1919
Rock Springs	4	O. C. Schwiering	8	130	1916
Sheridan	4	J. J. Early	16	428	1912
Wheatland	4	Flora Kruegger	9	171	1919
Total, 11.					



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